Graduate School Student Handbook

2017 – 2018
# Table of Contents

Table of Contents

PREFACE

Mission Statement

Statement of Accreditation

Diversity Statement

CHAPTER 1 – Policies, Procedures, and Services

Introduction

Responsible Conduct in Research

Financial Support

Graduate School Funds

Travel Award

Completion of Course Requirements

Academic Progress

Debt Management and Counseling

Tuition Refund Policy

Stipend and Tuition

Tuition Refund Policy

Withdraw from a Course

Financial Aid

Debt Management and Counseling

Academic Progress

Completion of Course Requirements

Travel Award

Introduction

Eligibility

Use of Funds

Applying for a Travel Award

Application Screening Process and Budget

Special Merit Award

Guidelines Concerning “Supplemental Work-in-Another-Department”

Teaching Assistantship

Tuition Waiver

Support for Senior Ph.D. or M.D./Ph.D. Students in the Biomedical Sciences or Neuroscience by Graduate School Funds

Academic Policies and the Registrar’s Office

Registrar’s Office

Transcripts

Grading, Course Examinations, and Missed Examinations

Calculation of GPA

Retaking Courses

Graduate School Grade Appeals Process

Transfer Credits and Course Exemptions/Waivers

Guidelines for Registration and Cross-Registration

Courses taken at partner institutions

ISMMS GRADUATE SCHOOL - CUNY Graduate Center Exchange Program

Visiting Scholars

Non-Matriculating Status and Course Auditing

Satisfactory Academic Progress
### Table of Contents

- **Student Services** ............................................................................................................................... **28**
- **Disability Services** ................................................................................................................................ **34**
- **Student Health Services** ........................................................................................................................ **32**
- **Academic Informatics and Technology** ................................................................................................... **28**
- **Student Life** ............................................................................................................................................. **37**
- **Infection Control** ..................................................................................................................................... **34**
- **Medical Insurance** .................................................................................................................................... **31**
- **Career Services and Strategy** .................................................................................................................... **28**
- **International Student Services** ................................................................................................................ **28**
- **Academic IT Support Center (ASCIT)** ...................................................................................................... **30**
- **Instructional Technology Group (ITG)** .................................................................................................... **30**
- **Multimedia Services** ................................................................................................................................ **31**
- **The Library** ............................................................................................................................................... **29**
- **Overview:** ................................................................................................................................................. **29**
- **Education and Research Services:** ........................................................................................................... **29**
- **Collection:** ................................................................................................................................................ **29**
- **Library Space:** ........................................................................................................................................... **29**
- **Archives and Records Management Division** ........................................................................................ **29**
- **Overview:** ................................................................................................................................................. **29**
- **Research Support:** ...................................................................................................................................... **30**
- **Collection:** ................................................................................................................................................ **30**
- **Academic IT Support Center (ASCIT)** ...................................................................................................... **30**
- **Infection Control** ..................................................................................................................................... **34**
- **Disability Services** .................................................................................................................................... **34**
- **Submitting an Application for Accommodation and Services** ................................................................ **34**
- **Housing (Applicable only to students in PhD and MD/PhD in Biomedical Sciences or Neuroscience)**.... **35**
  - The Jane B. Aron Residence Hall ................................................................................................................ **35**
  - Couples Housing ........................................................................................................................................ **35**
  - Real Estate Office ....................................................................................................................................... **36**
- **Safety and Security** ................................................................................................................................. **36**
  - Security Office Contact Information .......................................................................................................... **36**
  - Identification Badges ................................................................................................................................. **36**
  - Emergency Alert System “Message One” ................................................................................................... **36**
  - Sexual Assault .......................................................................................................................................... **37**
  - Clery Act .................................................................................................................................................... **37**
  - Fire Safety .................................................................................................................................................. **37**
- **Student Life** .............................................................................................................................................. **37**
  - Bicycles ....................................................................................................................................................... **37**
  - Bookstore ................................................................................................................................................. **38**
  - Buses ......................................................................................................................................................... **38**
  - Food Service ............................................................................................................................................. **38**
  - Recreation ................................................................................................................................................. **38**
- **Institutional Policies** ............................................................................................................................... **39**
  - Policy on Harassment ............................................................................................................................... **39**
CHAPTER 2 – Introduction to the Programs of Study ................................................................. 61
Ph.D. Program in Biomedical Sciences or Neuroscience ........................................................... 62
MD/PhD Program .......................................................................................................................... 63
Clinical Research Education Program ....................................................................................... 64
Master of Science in Biomedical Informatics ........................................................................... 65
Master of Science in Biomedical Sciences ................................................................................ 66
Master of Science in Biostatistics ............................................................................................. 67
Course Requirements ................................................................................................................. 67
Capstone Overview .................................................................................................................... 67
Master of Science in Genetic Counseling .................................................................................. 68
Master of Science in Health Care Delivery Leadership ............................................................. 69
Graduate Program in Public Health ........................................................................................... 70
CHAPTER 3 – PhD Program Description ..................................................................................... 71
Program Description .................................................................................................................. 71
Program Coordinator ................................................................................................................. 71
Program Goals/Objectives ......................................................................................................... 71
Advancement to Candidacy ............................................................................................................... 92
Program Curriculum .......................................................................................................................... 91
Seminars and Journal Clubs .................................................................................................................... 92
Neuroscience (NEU) ................................................................................................................................ 90
Immunoimmunology (IMM) ................................................................................................................................. 86
Deadline .............................................................................................................................................................................. 96
The Oral Presentation ......................................................................................................................................................... 94
The Written Document ........................................................................................................................................................ 93
The Research Proposal ........................................................................................................................................................ 93
Typical Curriculum for the MTA .......................................................................................................................................... 88
Year 1 – Fall..................................................................................................................................................................... 86
Year 1 – Spring ............................................................................................................................................................. 86
Year 2 – Fall..................................................................................................................................................................... 87
Year 2 – Spring ............................................................................................................................................................. 87
Year 3 – Fall..................................................................................................................................................................... 87
Year 3 – Spring ............................................................................................................................................................. 87
Microbiology (MIC)..................................................................................................................................... 88
Program Directors ............................................................................................................................................. 88
Steering Committee ........................................................................................................................................... 88
MTA Web Page .................................................................................................................................................... 88
MTA Faculty .......................................................................................................................................................... 88
Goals/Objectives of the MTA .................................................................................................................................. 88
Brief Description of the MTA ......................................................................................................................... 88
Typical Curriculum for the MTA ......................................................................................................................... 88
Year 1 – Fall..................................................................................................................................................................... 88
Year 1 – Spring ............................................................................................................................................................. 89
Year 2 – Fall..................................................................................................................................................................... 89
Year 2 – Spring ............................................................................................................................................................. 89
Year 3 and Beyond ................................................................................................................................................... 89
MTA Metrics ........................................................................................................................................................ 89
Neuroscience (NEU) ................................................................................................................................. 90
Program Directors ............................................................................................................................................. 90
Steering Committee ........................................................................................................................................... 90
MTA Web Page .................................................................................................................................................... 90
MTA Faculty .......................................................................................................................................................... 90
Goals/Objectives of the MTA .................................................................................................................................. 90
Brief Description of the MTA ......................................................................................................................... 90
Typical Curriculum for the MTA ......................................................................................................................... 91
Year 1 – Fall..................................................................................................................................................................... 91
Year 1 – Spring 1 ............................................................................................................................................................. 91
Year 1 – Spring 2 ............................................................................................................................................................. 91
Other Course Requirements .................................................................................................................................... 91
Program Curriculum ........................................................................................................................................................... 91
Core Curricula ........................................................................................................................................................ 91
Seminars and Journal Clubs ............................................................................................................................ 92
Teaching .................................................................................................................................................................... 92
Advancement to Candidacy ................................................................................................................................. 92
Thesis Proposal and Dissertation Defense/Seminar ......................................................................................... 93
Registration/Scheduling ............................................................................................................................................ 93
Thesis Proposal .......................................................................................................................................................... 93
The Research Proposal ........................................................................................................................................ 93
The Written Document ........................................................................................................................................ 93
The Oral Presentation ........................................................................................................................................ 94
The Committee ................................................................................................................................................... 95
Deadline ................................................................................................................................................................. 95
Dissertation .......................................................................................................................................................... 96
Content ................................................................................................................................................................. 96
The Committee ................................................................................................................................................... 97
# MS-BMI Program Requirements

## Section 6: Graduation Procedures and Degree Conferral
- Registration Process for Courses .................................................. 127
- Independent Study ........................................................................ 127
- Electives Offered in Other Programs or at Other Institutions ........ 128

## Section 7: Degree Requirements (CRTP, MSCR, PhD, and Portal)
- Overview of General Requirements ............................................ 130
- Master of Science in Clinical Research (MSCR) ......................... 131
  - The attainment of a MSCR in Clinical Research requires .......... 131
  - Development of Master’s Thesis ............................................. 131
  - Master’s Thesis ..................................................................... 131
  - Timelines for the Master’s Thesis and Forms ......................... 132
  - Annual Best MSCR Thesis Prize ........................................... 133
- Dual MD-MSCR Student/Portal Program ...................................... 133
  - Program Overview ............................................................... 133
  - Program Structure ............................................................... 133
  - Research and Mentoring ...................................................... 133
  - Financing ............................................................................ 134
  - Applying to the PORTAL Program ....................................... 134
- PhD in Clinical Research ............................................................. 134
  - Overview ............................................................................. 134
  - The attainment of a PhD in Clinical Research ......................... 135
  - PhD Qualifying Exam and Dissertation ............................... 136
    - Written Comprehensive Qualifying Exam and Thesis Proposal Oral Presentation ................................. 136
    - Admission to Candidacy .................................................. 140
    - Doctoral Dissertation ..................................................... 140

## Section 8: Clinical Research Education Program Forms
- MS-BMI Program Description ..................................................... 144
  - Program Directors ................................................................ 144
  - Program Coordinator ........................................................... 144
  - Program Goals/Objectives .................................................... 144
  - Program Website .................................................................. 144
  - Program Description ........................................................... 144
- MS-BMI Program Requirements .................................................. 145
  - Course Requirements .......................................................... 145
PREFACE
This Student Handbook is subject to review and change from time to time, and policies may be revised in the course of any given academic year. We therefore suggest that you check this Handbook to confirm policies and requirements in effect at any given time. This Handbook is not intended and should not be construed to constitute a contract.

Mission Statement
The mission of the Graduate School of Biomedical Sciences is to provide rigorous training in basic science, as well as in patient and population-based research, which will prepare our students for leadership roles in scientific discovery, clinical innovation, science education, and health policy.

Statement of Accreditation
Icahn School of Medicine at Mount Sinai (ISMMS) is regionally accredited by Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104; (215) 662-5606. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

At its session June of 2015, the Middle States Commission on Higher Education again accredited the Icahn School of Medicine at Mount Sinai effective in November of that year. On the same day, the New York Board of Regents approved a new charter recognizing the school’s independence and official name change to “Mount Sinai School of Medicine”.

Mount Sinai School of Medicine is accredited by the Liaison Committee on Medical Education of the Association of American Medical Colleges and the American Medical Association. Its teaching hospitals are accredited by the Joint Commission on Accreditation of Health Care Organizations.

In January 2013, the School adopted a new name, Icahn School of Medicine at Mount Sinai in recognition of the generous gift made to Mount Sinai by one of its board members and benefactors, Carl Icahn.

All educational programs of the School of Medicine and its affiliated institutions have been approved by the governmental, academic, and professional bodies having responsibility in the respective areas. These include the Board of Regents of the State of New York, the State Education Department, the Board of Higher Education of the City of New York, Council on Education for Public Health, Accreditation Council for Genetic Counseling (ACGC) and medical specialty boards and professional societies.

Diversity Statement
ISMMS is committed to promoting and supporting diversity and inclusion in the research, clinical, and educational realms, and to meeting the needs of our diverse students, faculty, staff, and the communities we serve. We are committed to increasing the representation of women, ethnic minorities, and individuals who are members of groups underrepresented in medicine and science among our trainees, research and clinical faculty and our leadership.

Diversity in the health professions and science benefits every aspect of health, healthcare and biomedical research by addressing the needs of the world’s diverse communities. In addition, a diverse professional and academic environment enhances the learning experiences of all students,
trainees, and postdoctoral fellows and effectively impacts culturally diverse populations to achieve health equity and improve health outcomes.

Mount Sinai’s commitment to diversity is reflected in our continued determination to increase the diversity of our faculty and trainees. Our longstanding tradition of successfully attracting, retaining, and promoting a diverse student body has made us a national leader in the movement to train future physicians and scientists belonging to groups historically underrepresented in medicine and science.
CHAPTER 1 – Policies, Procedures, and Services

Introduction
The following sections detail the policies and administrative practices of the Graduate School of Biomedical Sciences of ISMMS. In some cases, there may also be additional guidelines that are specific to a student’s program of study. All students are required to familiarize themselves with the information contained within this chapter and for their program of study.

Responsible Conduct in Research

General Statement
Students are expected to maintain the high standards of ethical and personal conduct that are the prerequisite for a productive research environment. Students are required to participate in special seminars about the ethical issues and dilemmas that arise in research environments, and are encouraged to seek guidance with respect to optimal forms of record keeping. Thesis and capstone advisors should familiarize their students with expected practices.

Academic Integrity
Failure to adhere to Icahn School of Medicine at Mount Sinai’s standards of academic integrity will be treated as serious offenses that are inconsistent with the goals and activities of the academic environment. Breaches of academic integrity will be subject to disciplinary action, up to and including expulsion from the School. Some basic types of behavior that are unacceptable include, but are not limited to:

Cheating: using unauthorized notes, study aids, or information on an examination; altering a graded work after it has been returned, then submitting the work for re-grading; allowing another person to do one's work and submitting that work under one's own name; submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

Plagiarism: submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source.

A. Fabrication: falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.

B. Obtaining an Unfair Advantage: (a) stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor; (b) stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use; (c) unauthorized collaborating on an academic assignment (d) retaining, possessing, using or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination; (e) intentionally obstructing or interfering with another student's academic work, or (f) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.

C. Aiding and Abetting Academic Dishonesty: (a) providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above, or (b) providing false information in connection with any inquiry regarding academic integrity.
D. Falsification of Records and Official Documents: altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.

E. Unauthorized Access to computerized academic or administrative records or systems: viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

F. Distance Education students will be subject to student identity verification processes intermittently throughout the online experience. Students are expected to fully and truthfully comply with all requests for information that would verify their identity.

All graded essays, papers, and problems, and all written materials submitted as part of the Thesis Proposal or the Thesis, must be entirely the work of the individual student or referenced appropriately. Even editing (e.g. syntax assistance for foreign students) should be sought only if explicit permission is obtained.

If faculty observe or have knowledge of students engaging in any of the above-mentioned activities, the student should be confronted by the relevant faculty member at once. Students and faculty who believe that any of the above-mentioned activities have occurred should report the matter in writing to the Dean of the Graduate School immediately. The Dean will designate the Associate Dean or Director of the MD/PhD program plus the Course Director to review the allegation of academic misconduct. Based on their report, the Dean may choose to bring the matter for review to the Graduate School Committee for Academic Review to determine appropriate action including whether the student remains in good academic standing.

If it is determined that the student has been involved in any form of academic misconduct, the student will receive an F for the assignment or course. Additional consequences, including dismissal from the program, are at the discretion of the Dean of the Graduate School. If the student wishes to appeal the decision of the Course Director or the Graduate School Committee for Academic Review, this must be put in writing to the Dean within two weeks of receiving notification of the consequences of the incident of academic misconduct. The issue will then be pursued, via an appropriate tribunal, in accord with institutional policy on the ethical conduct of research.

The Responsible Conduct in Research and Rigor and Reproducibility Courses and Curricula

All incoming students, except those in the Clinical Research Educational Program, Master of Science in Genetic Counseling (MSGC), and Master of Science in Health Care Delivery Leadership (MSHCDL), must complete the Graduate School's 1/2-credit Responsible Conduct of Research course in the Fall semester. The classes are led by several faculty, and take the form of highly interactive lectures and expert panel discussions. Classes cover fundamental issues of training ethics, authorship, biohazards, relationships in the research environment, mentoring, conflicts of interest, record keeping, sharing reagents, etc. Attendance is mandatory to all sessions in the course. The Clinical Research Program, MSGC and MSHCDL students participate in program-specific research ethics courses and other required integrated curricular components, in order to meet the requirement for RCR.

All students must also take the Rigor and Reproducibility course the Spring semester. This ½ credit course is led by several faculty, and covers current issues to enhance rigor and reproducibility using common examples. Attendance is mandatory, and students are letter graded based on a take-home exam.

Clinical Research students should refer to Chapter 5 of this handbook for details regarding their RCR Course requirements.
Policies and Procedures on Ethical Practices in Research

The School hereby affirms its commitment to the highest ethical standards in the conduct of scientific research, the promotion of original research of high quality, and the importance of academic freedom. It also acknowledges that unethical conduct in research is extremely serious and threatens these principles. The School is, therefore, committed to preventing unethical conduct in research from occurring and, should it occur, to dealing with it swiftly, fairly and thoroughly.

Procedures for handling allegations of misconduct in research are described in detail in the Faculty Handbook (Chapter VI) at the following URL:


Allegations of misconduct in research must be reported to the Institution’s Research Integrity Officer (RIO) who will have primary responsibility for implementation of the institution’s policies and procedures on unethical practices in research.

The RIO has general responsibility for overseeing the investigation of all allegations of unethical conduct in research and shall be available to:

♦ Consult confidentially with persons uncertain about whether to submit an allegation of unethical research practices and if the allegations do not involve unethical practices in research, refer the individual to other offices with responsibility for resolving the issue.

♦ Receive allegations of suspected unethical research practices and work with the Research Integrity Committee to determine and pursue the appropriate method for investigating and resolving these allegations.

Manuscript Policy

In conformity with the principles of academic freedom, faculty and students are not required to obtain prior approval before submitting a manuscript for publication or to amend such manuscripts to comply with suggestions made by others. However, it is recommended they provide Department Chairpersons with copies of manuscripts prior to publication.

No graduate student may submit a manuscript to a journal from the ISMMS or describe work conducted in the Graduate School without review and approval by a faculty member. That review should include the appropriateness of the authorship(s) and acknowledgment(s) of grant support, as well as the substance of the report. Similarly, students are required to subject all extramural applications to faculty review.

Policy on Responsibilities of Authors and Data Retention

A. Responsibilities of Authors – A clear designation, delineation and acceptance of authorship responsibility has been established, which requires the following formal procedure for sign-off by all coauthors of all publications:

a. A checklist will be signed by each author to signify that each coauthor has read the final submitted manuscript and verified the accuracy of the data bearing on his/her contribution.

b. The checklist will indicate the responsible author for the paper.

c. The checklist will stipulate the storage site of the data from which the publication is derived.

d. The responsible author will be responsible for the receipt and retention of these statements and to make a "best effort" to obtain signatures from coauthors (see 4.A-1, above) who are not or no longer on the faculty of ISMMS

B. Data Retention – All original laboratory data books or journals, etc., from which a publication is derived, must be stored in the laboratory for a minimum of six years from the date of publication. If
the senior author leaves the Icahn School of Medicine at Mount School before the six-year period elapses, he/she will be required to retain and make available, if requested, to ISMMS all these data until the completion of this minimum time period. In the case of large ongoing database related research, the responsible investigator must retain the pertinent mass data storage device (hard drive, tape, disk, etc., not necessarily in hard copy) containing the data on which a publication is based. The stored data can be used for verification of data, as well as the base for ongoing studies of the same project. In the latter instance, however, a clarifying statement that describes the nature and the composition of the reutilized and incremental data should accompany the publication. The data storage device cannot be reused for unrelated projects. Although it is understood that this rule governing database storage may not be appropriate in all situations, individual modifications must be approved by the Dean. For additional information see the ISMMS Handbook for Research.


**Policy and Procedures on Protecting Whistleblowers**

The School of Medicine strongly believes in the importance of protecting whistleblowers from retaliation and addressing good faith allegations of such retaliation. Accordingly, the School affirms that it will adhere to any applicable policies and procedures promulgated by federal or other oversight agencies in dealing with such allegations. Whistleblower complaints or complaints of subsequent retaliation may be brought, as appropriate, to the School’s Faculty Relations Committee (see Faculty Handbook, Chapter III), Harassment Grievance Board (see Faculty Handbook, Chapter III), or Department of Human Resources, or Office of Compliance.

Copies of the policies and procedures of the Harassment Grievance Board are available from the Office of the Dean, Reserve Section of the Levy Library, House Staff Affairs Office, Postdoctoral Affairs Office, Office of the Graduate School, and Office of Student Affairs. Human Resources policies are available from the Department of Human Resources.

**Policy on Financial Conflict of Interest in Research**

As an academic institution, ISMMS has an obligation to assure that its scientific and clinical research is conducted pursuant to the highest standards of ethical conduct free from any improper external bias. At the same time, ISMMS encourages scientific collaboration with industry and supports collaborative research geared towards developing new and improved diagnostic and therapeutic products. ISMMS appreciates, however, that these economic relationships with industry have the potential for directly and significantly affecting the approval, design, conduct, monitoring or reporting of a research study. Situations can occur in which an independent observer might reasonably conclude that the potential for individual or institutional profit could influence the outcome of a research study. Even in the absence of an actual conflict of interest, such situations may require actions to minimize the appearance of a conflict.

Therefore, to safeguard the academic integrity of both ISMMS and its investigators, the institution has adopted a rigorous conflicts policy predicated on full disclosure and appropriate management. The Policy sets out the requirements for disclosing potential conflicts of interest in research and specifies the procedures for reviewing such disclosures and determining what corrective measures, if any, should be instituted. Furthermore, the policy includes clinical trials that evaluate the safety and efficacy of a drug, medical device or treatment, and research on technology in which the Investigator/Covered Person and/or the Institution has an ongoing financial interest, to the most rigorous review and stringent conditions.

This Policy is based on the standards set forth in the federal regulations governing research funded by the Public Health Service (PHS) or the National Science Foundation (NSF) (42 CFR Part 50 Subpart F) and the recommendations promulgated by the Association of Academic Medical Centers.
Financial Support

Stipend and Tuition

Tuition is only charged for courses taken at ISMMS. Students who are granted transfer credit for courses taken at other institutions, may apply for tuition credit on a per credit basis. Non-matriculated students may also enroll in courses that are part of a Master's program at the tuition rate charged by that program.

Payment may be made by personal check, bank draft, or money order, drawn to the order of Icahn School of Medicine at Mount Sinai. Tuition and fees must be paid by the first day of each term. For payment plan arrangements, please contact Tuition Management Systems, an independent company, at (800) 722-4867 or online at www.afford.com.

All financial obligations must be cleared prior to completion of each term. Students who have not cleared their account will not be allowed to re-register, receive a transcript or letter of recommendation, have academic credits certified, receive other student services, attend class/clerkship for the current academic term, or have a degree conferred.

A late fee of $100 is added to students accounts if tuition is not paid before classes begin. At the end of the academic year, unpaid balances will be referred to a collection agency, and students will not be allowed to continue with their program.

The Board of Trustees reserves the right to revise all fees, including tuition.

A. Ph.D. and M.D./Ph.D. in Biomedical Sciences or Neuroscience – All MD/PhD and PhD in Biomedical Sciences or Neuroscience students are offered a stipend, the full cost of tuition and a comprehensive health insurance package. Exceptions to this occur when students come to the program with external funding already in place. When such awards allow it, the student’s financial package may come from that funding source. Continuation of this support is contingent upon maintaining satisfactory progress (see section on Satisfactory Progress) in the Program at all times. The Program reserves the right to discontinue support in the absence of such progress. The stipend for academic year 2017-18 is $36,000 and is adjusted periodically as the school endeavors to enable its students to keep pace with expenses and rising costs.

During their early training, students are supported by the Graduate School through generalized funds, including training grants and institutional fellowships. This allows students to complete the General Program Requirements and to choose a dissertation advisor and a Multidisciplinary Training Area without concern for source of support. First year students receive 100% support from the GSBS while taking their Core Courses even after they join a lab. After this time, it is expected that the dissertation advisor will be responsible for 75% of the stipend, tuition support, and health insurance for the student if he/she is not supported by a Training Grant or individual fellowship until the end of second year, and then 100% of this support for the remainder of the PhD. Students are encouraged to apply for individual fellowships from extramural sources. Students who are awarded a fellowship receive from the Graduate School for the duration of the award an additional $2,000 annual bonus. For PhD students, stipend support will end on the day the student deposits his/her dissertation and health insurance coverage will end on the last day of the month in which the student deposits, unless the student deposits on the first day of the month, in which case, benefits will terminate on that day. For MD/PhD students, stipend support will end on the day the student receives his/her final degree, but health insurance coverage will continue until June 30 of the year they receive their final degree.
B. Ph.D. in Clinical Research and all Master’s Degree students: With the exception of MSHCDL, all Master’s Degree programs and the Ph.D. in Clinical Research program charge for tuition, which is billed on a per-credit-hour basis at the current published rate. Please see Chapter 8 for more information.

Tuition Refund Policy
Withdrawal from the Institution – Students who withdraw from the institution during an academic term, regardless of the program course sequence, will receive a tuition refund based on the below institutional schedule. Tuition refunds will be calculated based on the date that the Registrar’s Office receives the withdrawal form.

Institutional withdrawal prior to the end of the course, tuition refunds will be given based on the following schedule:

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week of class</td>
<td>100% of Tuition</td>
</tr>
<tr>
<td>Second week of class</td>
<td>75% of Tuition</td>
</tr>
<tr>
<td>Third week of class</td>
<td>50% of Tuition</td>
</tr>
<tr>
<td>Fourth week of class</td>
<td>25% of Tuition</td>
</tr>
<tr>
<td>Fifth week of class or beyond</td>
<td>NO REFUND</td>
</tr>
</tbody>
</table>

Withdraw from a Course
Students whose tuition is charged per credit hour and who choose to drop course(s) after the approved drop/add period, will receive no refund of tuition for that course. Dropping classes might cause a status change from full-time to part-time. Changing the status or the number of credit hours in a program may have significant academic and/or financial consequences. Consider consulting the Office of Financial Services and your advisor before making any changes to your schedule.

For students receiving federal financial aid processed through the Office of Financial Services, be advised that all funds from federal Title IV programs will be returned to the government according to federal regulations.

No refunds will be granted to students who have been dismissed or suspended by the institution.

Financial Aid
C. General Policy – academic progress and meet filing deadlines. Admission to ISMMS is independent of financial requirements.

♦ Applications – Degree seeking students who are interested in applying for Federal loans to cover the cost of tuition and direct expense (up to annual totals of $25,000) can supply FAFSA data on the Web at http://www.fafsa.ed.gov. Reapplication is required annually for all loan and scholarship recipients.

♦ Exit Interviews – Students who have received any type of financial aid from ISMMS must complete the on-line exit interview of the Student Financial Services Office prior to graduation or separation. Loans will be summarized; terms of repayment, deferment and responsibility for repayment will be discussed.

Debt Management and Counseling
Throughout the student’s education the Office of Student Financial Services is available to discuss indebtedness, career choices, and money management issues. Graduating students should be aware of the requirements of the various external student loan programs in which they may have participated. It
is important to maintain contact with Icahn School of Medicine and the appropriate lending institutions, to understand the terms of each loan program, and to plan for repayment. Timely loan repayments are essential in establishing a good credit rating.

**Academic Progress**

Academic Progress refers to the satisfactory completion of courses, research, and thesis requirement as established by the Graduate School. Additionally, federal regulations require that students receiving federal aid make satisfactory academic progress (SAP) in accordance with these standards set by the School.

The length of time to complete the degree for each program is summarized in the table below:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Usual Time (Years)</th>
<th>Maximum Limit (Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.D. / Ph.D.</td>
<td>7.8</td>
<td>10</td>
</tr>
<tr>
<td>Ph.D. (Biomedical Sciences)</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Ph.D. (Clinical Research)</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>M.S. Genetic Counseling</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MS Biomedical Informatics</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>MS Biomedical Sciences</td>
<td>1.5-2</td>
<td>3</td>
</tr>
<tr>
<td>MS Clinical Research</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MS Biostatistics</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>MPH</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>MSHCDL</td>
<td>2</td>
<td>3*</td>
</tr>
</tbody>
</table>

*This time limit may be extended by a program committee for 1 year for compelling cases.

Enrollment Services and the Graduate School will assess each student’s academic progress on a semester basis. A student who is not making SAP will be placed on Academic Probation and registration hold. Students will be notified in writing and will be informed of the reasons for this determination. A student who is not making SAP may be required to appear before the Committee for Academic Review.

A student who fails to meet one or more of the standards for SAP is ineligible for financial aid beginning with the term immediately following the term in which the SAP requirements were not met. In this situation, the student can be placed on financial aid probation and receive aid if the Committee for Academic Review approves an academic plan for the student that will ensure, if followed, that the student is able to meet the SAP by a specific point of time, normally an academic year. A student must be enrolled in at least 50% of a course load to remain eligible for financial aid. A student shall become eligible again for financial aid when he or she has satisfactorily completed sufficient coursework to meet the standards of progress within the maximum time frames delineated above. A student who does not meet the SAP requirements by the end of the financial aid probationary period is ineligible for financial aid.

In the Ph.D., M.D./Ph.D., and Master’s programs, benchmarks of satisfactory progress must be completed as outlined in the specific program requirements. Students who are approaching the time limit for completion will be reviewed with enough notice so that a plan is in place to enable the student to complete the requirements by the end of the time limit.

**Completion of Course Requirements**

It is crucial that students, Advisory Committees, and/or Program Directors monitor the students’ progress throughout the duration of their academic training. Continued financial support is contingent upon maintaining satisfactory progress at all times. Additionally, failure to achieve and maintain
satisfactory progress, after counseling is sought from the Advisory Committee and/or Dean of the Graduate School, can result in academic probation and ultimately, dismissal from the Program. For requirements regarding academic progress, refer to the appropriate program specific information provided in the section in this chapter entitled “Academic Policies”.

**Travel Award**

**Introduction**

Presenting one’s work is an important part of a student’s development as a scientist and the promotion of his/her research. The Graduate School encourages students to submit their research to national meetings. To help enable students’ participation in these meetings, the Graduate School provides support to students (up to $500) to help cover the cost of attendance. Funding is made available through the Mount Sinai Alumni Travel Fund.

**Eligibility**

Students who are attending a national or international meeting and have been selected to present a poster and/or talk are eligible for a travel award. Students may only receive one award during their tenure in the program. For student who received an award as part of one program and then switched to another, for example a student who started in MSBS and joined the PhD program upon completion of his/her master’s degree, are eligible for a second Travel Award.

**Use of Funds**

A. Travel funds are provided as a reimbursement and not in advance of travel. That is, students pay for the travel expenses upfront and will receive a reimbursement after they have submitted all of the necessary paperwork and required expense receipts.

B. Travel funds from the Graduate School may be used for any travel related expenses, for example, airfare, hotel, meals while away, conference registration, etc., but not for expenses incurred in preparation for the meeting, for example expenses associated with collection/analysis of data, printing of a poster or development of slides, etc.

C. The Travel Award is only applicable for travel taking place while the student is enrolled in the Graduate School and is in good academic standing. The Award cannot, for example be used to cover travel after a student had deposited his/her thesis.

D. Award recipients must meet with the Graduate School’s Financial Administrator, Osei Tutu, to discuss ISMMS-required paperwork. All paperwork is submitted through SinaiCentral. Student must complete:

   a. a Mount Sinai Travel Request form at least two weeks prior to the departure date. The form must have the dissertation advisor’s funding source for the portion of travel that is not funded by the Travel Award.

   b. a Travel Voucher Form to be completed and signed by the dissertation advisor and student upon returning from the trip. This form must be submitted before the Finance Department can process a reimbursement.

   c. Failure to complete and submit these forms will prevent a reimbursement.

E. In cases where the only travel money is coming from the Graduate School, Mr. Tutu will help the awardee complete all required paperwork. In cases where the recipient’s lab is also contributing money to pay for a student’s travel, paperwork will be processed through the PI’s Department. In either case, students **MUST** meet with Mr. Tutu shortly after receiving an award notice to initiate the process. Failure to do this may jeopardize the student’s reimbursement.

F. Students will be responsible for making their own travel arrangements

G. Students are required to provide all expense receipts as well as boarding passes for air travel. In addition, under some circumstances, the Finance Department may require “proof of payment”,
which could be provided by a credit card or bank statement showing payment of the expense. ISMMS will not reimburse travelers for alcohol nor will it reimburse for expenses that are not documented with a receipt.

Applying for a Travel Award
To apply for a Travel Award, students must provide:

A. a completed Travel Award Application
B. a copy of the submitted abstract
C. a curriculum vitae
D. a letter or email inviting the applicant to present at the meeting
E. a brief description of the meeting and how attendance will impact the student’s professional development
F. Application deadlines are as follows:

<table>
<thead>
<tr>
<th>Application Deadline</th>
<th>Awards Announced</th>
<th>Travel Period*</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1st</td>
<td>August 15th</td>
<td>Fall Travel</td>
</tr>
<tr>
<td>December 1st</td>
<td>December 15th</td>
<td>Spring 1 Travel</td>
</tr>
<tr>
<td>March 1st</td>
<td>March 15th</td>
<td>Spring 2 Travel</td>
</tr>
<tr>
<td>May 1st</td>
<td>May 15th</td>
<td>Summer</td>
</tr>
</tbody>
</table>

*For travel that spans two Travel Periods, applications should be submitted by the earlier period deadline.

Application Screening Process and Budget
The Graduate School Travel Award budget will be split between the 4 application cycles shown above. All completed applications that are submitted by the deadline will be considered. Applications will be screened by a committee chaired by the Senior Associate Dean for Student Affairs and three other Graduate School program leaders, one from the PhD Program, one from the MD/PhD Program, and one from a Master’s Program. Applications will be evaluated and scored based on the submitted abstract, the quality of the meeting to be attended, and the impact of attendance on the student’s career. Awards will be made to the most meritorious applications.

Any unused funds will roll over to the next funding period.

Special Merit Award
One large award (up to $2,500) may be made each year. This award will be granted on a competitive basis to a student who proposes a trip outside the USA for the purpose of presenting a paper at a high impact meeting or for attendance at a unique course that would greatly impact his/her program of study. Application for this award must be made by August 1st as detailed above.

Failure to submit all required paperwork in accordance with these established guidelines and by the stated deadlines would void the award.

Guidelines Concerning “Supplemental Work-in-Another-Department”
It is Graduate School policy that all students be supported at the same stipend level for the activities involved in their training program and that their program activities represent a full-time commitment. There are a variety of cogent reasons – fairness being one of them – for this policy. Nonetheless, there are students whose personal circumstances require them to seek additional funds. Students should contact the Financial Aid Office for additional information. If necessary, the Graduate School Office will try to help find activities that conflict as little as possible with the student’s program and complement the student’s educational advancement. If a dissertation advisor strongly wishes to help a student with a unique need to secure additional funds, it is required that the student be assigned specific, documentable activities that are distinct from those involved in the training program for which the extra
funds will be earned (“supplemental work in other department”). Such arrangements must, furthermore, be approved in advance by the Dean of the Graduate School. Failure to do so will jeopardize the student’s total funding package.

Teaching Assistantship

Many courses in the medical school and graduate school offer teaching assistantships to qualified students. Teaching assistantship activities may include videotaping of lectures, discussion-group leadership, holding review sessions, tutoring of students in course work, laboratory preparation, supervision, and cleanup and assisting in the preparation and grading of problem sets and/or examinations. The course director and student would work out the specifics of the assistantship together, and will vary from course to course.

Students may get paid for being a teaching assistant or may receive credit on their transcript, but not both. A maximum of one credit per semester for assisting in teaching activities is available, or a total of 30 hours of paid teaching. Credits earned for Teaching Assistantships cannot be used to meet the minimum 72 credit requirement or for any other Core Curriculum requirement. A TA Appointment Form must be completed with the instructor's signature before the student can register for the credit.

Tuition Waiver

Tuition is charged for all students regardless of employee status. Non-faculty employees are eligible for a tuition reimbursement from the Department of Human Resources of up to $2,400 per calendar year. Under certain circumstances, students may also be eligible for a tuition waiver from the Dean of the Graduate School of Biomedical Sciences. The Dean of the Graduate School may waive tuition for Mount Sinai employees (e.g., research technicians) wishing to enroll in basic science PhD level course(s) who have an interest in pursuing a PhD in Biomedical Sciences or Neurosciences at ISMMS.

Process to request a tuition waiver: An employee must apply as a non-matriculated student and have written permission from both his/her Supervisor, approving the activity, and from the Course Director(s), approving the student’s enrollment in the course(s). To apply for a tuition waiver, the student must:

A. Complete the Tuition Reimbursement Application, which is available at the Office of Training and Education, 19 East 98th Street, 2nd Floor. Complete Part 1 of the form. Part 2 of the form should be completed by the student’s Department Administrator. NOTE that this is a tuition reimbursement. The student must pay the course tuition upfront.

B. Once a student has completed and passed the course, he/she must return to the Training and Education Office with proof that the course has been completed with a passing grade and a copy of the tuition bill to finalize the reimbursement.

C. Each non-faculty employee is eligible for up to $2,400 of tuition reimbursement per calendar year from the Office of Training and Education.

D. If tuition exceeds $2,400 in a given calendar year, the student can appeal to the Dean of the Graduate School of Biomedical Sciences for a waiver of the remaining tuition balance. In order to obtain this waiver, the student must submit a written request to the Dean of the Graduate School. The request should describe the reasons for enrolling in the course and how it fits into the student’s long-term goals for graduate training. The deadline to apply for this waiver from the Dean is one week prior to the beginning of the course.

The number of course credits that a non-matriculated student can take from offerings of the PhD degree program in Biomedical Sciences will be limited to a total of 12 credits and no more than 12 credits of tuition will be waived.

The tuition waiver policy does not apply to the MSHCDL program.

Support for Senior Ph.D. or M.D./Ph.D. Students in the Biomedical Sciences or Neuroscience by Graduate School Funds
Faculty who experience difficulty in funding students already committed to thesis work in their laboratories ought to take the following steps to secure funding support for the students in question: a) Discuss the issue with their Department Chair to determine whether departmental funds can be applied toward support of the student in question; b) If departmental funds are not available, the faculty member and the Chair should notify the Dean of the Graduate School and if deemed appropriate by the Chair, apply for Bridging Funds through the Office of the Dean of ISMMS; c) Should both of these avenues fail, the faculty member should meet with the Dean of the Graduate School to discuss the details of the situation and establish a plan for the student and resumption of funding support by the faculty member. If the student’s support is provided by Graduate School funds, the faculty member and the Dean of the Graduate School will meet every three months to review the funding status and plan accordingly.

Academic Policies and the Registrar's Office

Registrar’s Office
The ISMMS Registrar’s Office supports teaching and learning by maintaining the integrity of academic policies and the student information system. The Registrar’s Office is the steward of ISMMS’s student records. The Registrar's key functions in carrying out this mission focus on guarding the integrity and security of all student records in accordance with ethical and legal standards, maintaining accurate and timely records of academic progress, and providing students with enrollment services necessary to pursue their educational goals.

Transcripts
Student/alumnus requesting an official transcript must complete and sign the Document Request Form, which can be found at:

http://icahn.mssm.edu/education/student-resources/resources-for-current-students/registrar/graduate-school-forms

Transcripts will not be sent out for any student with a hold on his/her account. To be considered "official" a transcript must:

A. Bear the Registrar's signature.
B. Be stamped with the Seal of the Icahn School of Medicine at Mount Sinai.
C. Be sent directly from the Registrar's Office to a designated person or institution.
D. Be on official transcript paper.

Students may print an unofficial copy of their transcript for their personal records. This will be stamped "Student Copy", not be printed on official transcript paper, or stamped, and may not be used for official purposes.

Grading, Course Examinations, and Missed Examinations
Course Directors have the option of giving letter grades A(-), B(+/-), C(+/-), and F or grading the course as P/F, with the exception the Neuroscience, Systems Biology, and Biomedical Sciences core courses, which are only offered for letter grades. However, with MSHCDL grading will be on a Pass with Distinction/Pass/Fail basis. Clinical rotations for MS programs, laboratory rotations and departmental seminars and journal clubs are always graded as P/F. For students in then PhD or MD/PhD programs in Biomedical Science or Neuroscience, elective courses outside of the student’s training area may be taken P/F, even if it is a graded course.

Under extraordinary circumstances (such as medical emergency), a temporary grade of Incomplete (I) may be recorded for a student who is unable to complete course requirements. To receive an incomplete grade, the student must be passing the course up to the time of the request and make a
formal request using the Incomplete Grade Request Form. The form must be signed by the student, the course director, and the Program Director (MTA Director for PhD in Neuroscience and Biomedical Sciences). The request will include the reason for the incomplete, the work to be completed, and the final due date for that work. The Registrar’s Office will record the Program Director’s approval. Students ordinarily have one semester to satisfy an Incomplete. Failure to complete the required work within this timeframe will result in the Incomplete automatically converting to a failing grade (F).

A student who is not in good academic standing in a course should withdraw from the course; an Incomplete should not be given.

Students who fail a course have three options: 1) Retake the course (see Retaking Courses below); 2). Request a remediation plan from the Course Director. Granting a remediation plan is at the sole discretion of the Course Director and there is no path for appealing such a decision. In the case that a student successfully remediates the course, the student’s transcript will reflect the remediation by indicating a grade of F/P (for pass/fail courses) or F/A, F/B, or F/C, depending on the grade earned through remediation. The student’s GPA will be calculated using only the remediation grade. Students who fail the remediation process will have an F recorded on their transcript; 3) Allow the F to remain on the transcript (with the exception of core requirements) – Note that student with a cumulative GPA below 3.0 will automatically be placed on Academic Probation.

Students who fail a core course or have multiple remediation grades will be placed on probation and be required to meet with their respective review committee (e.g., CAR for PhD in Neuroscience or Biomedical Sciences).

Course Directors are required to submit all grades within two weeks of the end of the semester.

Students must maintain a GPA of 3.0 at all times. Students who fall below 3.0 will be placed on Academic Probation and must meet with their advisor to develop a plan for remediation. Students whose GPA is below a 3.0 for two consecutive semesters will automatically be dismissed from the school. Students may appeal their automatic dismissal by following the established process described in section 15 below.

Students should be aware that proper citation practices are required on all course take-home exams and papers as well as in proposals, dissertations and publications. Plagiarism will not be tolerated.

If a student will miss an exam or quiz due to illness or other emergency, the student must notify the course director(s) and program director(s) on or before the day of the examination (or as soon thereafter as possible). Once able, the student should see student health or their doctor and obtain documentation of illness. The documentation should be submitted to the Course Director and an exam or quiz will be scheduled at the earliest possible date.

If an exam or quiz is missed without illness or extenuating circumstance, a score of zero will be recorded for that paper.

A student who has missed an exam should sign a statement certifying that they have not discussed the exam with any other class member who may have taken the exam earlier.

**Calculation of GPA**

In calculating the GPA, all credits with the following grades are counted in the total used to compute the grade point average/cumulative index: A (-), B (+/-), C (+/-), and F.

To compute the grade point average, follow the steps below:

- Determine the total number of credits completed by adding up all the credits with letter grades. This total must include any credits with "F" grades.
For each course with a letter grade, which counts toward the GPA, multiply the number of credits by the appropriate quality point value, as indicated below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A or F/A</td>
<td>4.00</td>
</tr>
<tr>
<td>A- or F/A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+ or F/B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B or F/B</td>
<td>3.00</td>
</tr>
<tr>
<td>B- or F/B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+ or F/C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C or F/C</td>
<td>2.00</td>
</tr>
<tr>
<td>C- or F/C-</td>
<td>1.70</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

- Add the quality point values for all the courses to determine the total quality points.
- Divide the total quality points by the total number of credits (as computed in Step 1).
- The resulting figure is the grade point average/cumulative index. Please note that the index is computed to two decimal points and the index is not rounded off.

Credits with grades of Pass (P), Satisfactory Progress (SP), or Satisfactorily Completed (SC) do not figure into the computation of the grade point average but do count toward the degree. Transfer credits also count toward the degree but do not figure into the index. Credits for undergraduate courses are neither counted toward the degree nor computed into the average. For MSHCDL students, please see your section on grading.

Retaking Courses
Students seeking to improve their GPA may retake a course. If a course is retaken, both grades will be listed on the transcript and the higher of the two grades will be used in the determination of the student’s GPA. A student who has earned credit for a course may repeat it once, but will not receive additional credit. Master’s Degree students will be charged at the per-credit rate for all retake courses.

Students cannot receive financial aid to cover the tuition for retaking a course.

Graduate School Grade Appeals Process
A student has one (1) month from the date of receiving a course grade to make an appeal. The student must realize that the grade may be amended in either direction. Students must bring all course grade appeals to the course director. If there is still a discrepancy after a meeting between the course director and the student, the student should present the issue in writing to the Program Director or Senior Associate Dean for Student Affairs in the Graduate School who will establish an ad hoc committee to address the appeal. The Course Director should not be a member of the Appeal Committee.

Information for the appeal should be solicited from both the student and the course director. In some cases, at the discretion of the Chair of the Appeal Committee, it may be appropriate to hold a meeting during which the student must state the rationale for the appeal to the Committee. The Committee will investigate the issue and present its finding(s) to the Program Director or Senior Associate Dean for Student Affairs for a final decision. The Program Director or Senior Associate Dean for Student Affairs will inform the student of the decision. If a student wishes to appeal a decision, an appeal should be made in writing to the Dean of the Graduate School. The Graduate School Dean’s decision is final.

Unless there are extenuating circumstances, a decision should be reached before the end of the next semester.
Transfer Credits and Course Exemptions/Waivers

A. Transfer Credits –

Credit for graduate courses taken at other institutions may be awarded under certain conditions and subject to approval by the Program Director (excluding the MSHCDL and MGC programs where transfer credits are not accepted). Program Directors reserve the right to establish degree requirements for all students in their programs. Courses being considered for transfer credit must be relevant to the program, have the course content reviewed by the Program Director and deemed to be equivalent to ISMMS’s course, and have been completed with a grade of B or better at an accredited institution.

Courses taken on a pass/fail basis may be used for transfer credit if proof (a letter from the course director or previous Program Director) is provided that a grade of B or better would have been earned. Credits may be transferred from coursework taken in another degree-granting program only when the student did not earn an actual degree in that program (with the exception of MSBS and MSCR students who can count all of their ISMMS coursework if they subsequently matriculate into the ISMMS PhD or PhDCR degree program). The number of credits transferred can be no more than the number of credits given by ISMMS for the equivalent course. All transfer credits will be assigned a grade of P. Courses approved for transfer may reduce the number of total credits taken at ISMMS. Students who receive a Master's Degree from ISMMS may transfer all credits with a B or higher into the corresponding PhD program.

If a student successfully completes a course that is required by the Graduate School (even if that course was used towards the attainment of another degree at ISMMS or at another academic institution) the student may be granted an exemption from having to take the equivalent course at ISMMS. In such cases the student will not receive credit towards the ISMMS degree but instead, will take an additional elective course to earn the necessary number of credits.

The maximum allowable transfer credit for each program is as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Maximum # of Transfer Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD or MD/PhD</td>
<td>40</td>
</tr>
<tr>
<td>MSBS</td>
<td>16</td>
</tr>
<tr>
<td>MPH</td>
<td>10</td>
</tr>
<tr>
<td>MSGC</td>
<td>0</td>
</tr>
<tr>
<td>MSCR</td>
<td>16</td>
</tr>
<tr>
<td>PhD CR</td>
<td>40</td>
</tr>
<tr>
<td>MSHCDL</td>
<td>0</td>
</tr>
</tbody>
</table>

Programs that require tuition payment on a per credit basis may decrease the number of tuition-bearing credits by the number of transfer credits.

a. Courses taken at partner institutions:

i. CUNY Graduate Center

1. The course exchange program between CUNY Graduate Center and ISMMS Graduate School is designed to encourage graduate students from each College/University to experience academic courses, not offered at their home institutions.

2. CUNY GC course credit does not count toward their ISMMS degree, may not be used to substitute core courses or core requirements. Students may request a course taken through the ISMMS –CUNY Exchange Program by submit the course description and
in some cases syllabus for review by the ISMMS academic advisor, for course approval.

ii. Grove School of Engineering – coming soon

C. Required Course Exemptions –

If a student successfully completes a course that is required by the Graduate School (even if that course was used towards the attainment of another degree at ISMMS or at another academic institution) the student may be granted an exemption from having to take the equivalent course at ISMMS. In such cases the student will not receive credit towards the ISMMS degree but instead, will take an additional elective course to earn the necessary number of credits.

Students seeking exemption from required courses, based on prior course work, must meet with the Course Director to ensure appropriate content overlap and rigor. Exemption from certain courses may require an exemption exam or other assessment. If approved by the course director, student will need to complete a course exemption form and return it to the Office of the Registrar. The course will appear on the student’s transcript as “EX”.

D. Course Waivers –

On occasion a program may grant a course/credit waiver. A petition for such consideration should be made by the student to the Program Director and the Dean of the Graduate School. Students who receive course waivers must still meet the total credit requirement for their degree program.

Guidelines for Registration and Cross-Registration

On-campus students conduct their research and take their courses at the ISMMS campus. Courses offered in all programs for the academic year are published in three announcements (Fall, Spring I, and Spring II) and are available on the Graduate School web page. It is important that students consult their advisors and MTA Directors to plan their programs.

All incoming students will receive instruction regarding the online enrollment process once they accept our offer of admission.

Continuing students can access the school’s student information system for registration information at students.mssm.edu. Students must meet with their advisors with respect to courses covering their specific training needs and timely completion of requirements.

Ph.D. students who have completed all course requirements but have not reached the required number of credits for completion should register for Independent Research. This is an appropriate course only for advanced students who have already chosen a research mentor.

PhD students in Biomedical Sciences or Neuroscience, and MD/PhD may register for courses in other graduate programs at ISMMS (e.g. MD, MPH, MS in Clinical Research, etc.) with the permission of their dissertation advisor, the course director, and their Program Director. The Graduate School will pay the tuition for a maximum 6 credits during the PhD program. Exceptions to this limit require the approval of both the Program Director and research mentor/advisor. Payment of tuition for additional courses will be the responsibility of the student or his/her dissertation advisor.

In some instances, a student may wish to take a course that is not available at ISMMS. Students must receive permission from their dissertation advisor and their MTA Director. Payment of tuition for such courses will be the responsibility of the student or their dissertation advisor. Courses taken at another institution will appear as transfer credits as long as the student provides the Registrar’s Office with an official transcript and submits a Transfer of Credit form.

Students are required to complete on-line course evaluations for each course taken. These evaluations provide valuable feedback to the Course Directors and the Curriculum Committee and
are used to improve course offerings. Evaluations must be completed within 4 weeks of the end of a course. If such evaluations are not completed in a timely manner, students will receive an “Incomplete” on their transcript and may be placed on “academic hold” by the Registrar.

All registration should be completed in a timely manner, on or before the posted deadline for that term. A $100 late fee will be charged to the student for failure to register on time. Students who do not register by the final late registration deadline will be administratively withdrawn from the Program. These students can petition for readmission by submitting an Application for Readmission, with the requisite re-application fee.

The add/drop period lasts 2 weeks from the beginning of the term. In the rare instance that a class begins after this 2-week period, the add/drop window will be one week from the beginning of the course. Courses dropped within this period will not appear on the students’ transcript. Students may not withdraw from a course after 2/3 of the course is complete. If the withdrawal occurs after the add/drop period, the course will be listed on the student’s transcript with a “W”. Students are not permitted to register for courses after the add/drop deadline.

A. Maintenance of Matriculation – Matriculated students must either register for at least one credit-bearing course or register for “Maintenance of Matriculation” for every term, up until graduation. Maintenance of Matriculation allows students continued access to essential academic and student services, such as access to the ISMMS network and email; however, students on Maintenance of Matriculation status will not be eligible for financial aid. Students with compelling circumstance who wish not to maintain their matriculation status but need to discontinue their studies for a period of time can apply for a Leave of Absence from the program (see Leave of Absence and Withdrawal section). The Maintenance of Matriculation fee is $500 per academic semester or $333 per term for students in programs on trimesters. MSBS student are exempt from the Maintenance of Matriculation fee, but must still register for maintenance of matriculation if they are not registered for at least one credit.

B. Full-time Equivalency Status – Graduate students who carry 9 or more credits are considered full time students. Those students who register for less than 9 credits may, in certain situations, be granted "full-time equivalency" by the Dean of the Graduate School. Typically, full-time equivalency is granted if one of the following applies:

a. You are taking 7-8 credits of coursework, and working as a teaching or research assistant for your program

b. You are completing or have fulfilled all coursework requirements and are working full-time on thesis or dissertation research.

c. MPH students are considered full time with a minimum of 5 credits

Students who are granted full-time equivalency will be designated as "full-time" by the Registrar following approval by the Program Director.

International graduate students (with the exception of MPH students) who enroll in less than 9 credits and who are not eligible for full-time equivalency may jeopardize their visa status and should consult with the Office of International Personnel.

Courses taken at partner institutions
ISMMS GRADUATE SCHOOL - CUNY Graduate Center Exchange Program
The course exchange program between CUNY Graduate Center and ISMMS Graduate School is designed to encourage graduate students from each College/University to experience academic courses, not offered at their home institutions.

The program is available to All ISMMS Degree seeking Graduate Students

A. Program Details:
a. The course exchange program is free of tuition and application fees are waived for full time, matriculated (degree-seeking) graduate students from each Graduate School.

b. ISMMS Students may only register for CUNY GC courses in the Exchange program that are not offered by ISMMS during their program.

c. If an ISMMS student wishes the CUNY GC course credit to count toward their ISMMS degree, they must submit the course description and in some cases syllabus for review by the ISMMS academic advisor, for course approval.

d. CUNY CG courses may not be taken as a substitute for a program’s core course requirements.

B. ISMMS student process to receive approval to participate in the CUNY-ISMMS Exchange Program

a. ISMMS student completes two CUNY forms:
   i. Exchange Program application
   ii. Permit Out Form (POF)
   iii. Both are located at: http://icahn.mssm.edu/education/students/registrar/graduate-forms, under OTHER forms

b. The POF requires three approval signatures: 1. The ISMMS MTA Director/Program Director who must agree to take the course credit in transfer; 2. the ISMMS Registrar; 3. the CUNY GC Course faculty allowing you to take the course.

c. ISMMS student indicates desired courses to take at CUNY and attaches course description to the form for the ISMMS faculty member to review, determining that it meets the degree requirements.

d. Student brings (or emails) form to MTA Director or to their Program Coordinator/Director (if MS student).

e. Program Coordinator/Director or MTA Director signs off on form, approving the CUNY GC course for credit toward the degree based on the course description or, approving the course for general academic reasons, but not to be counted toward the degree.

f. Student drops the form off at Graduate School office, and Graduate School personnel makes copy of POF and sends the packet of forms to ISMMS Registrar’s office.

g. Student sends form to CUNY GC registrar for registration authorization – by email at http://www.gc.cuny.edu/Prospective-Current-Students/Current-Students/Registrar

h. CUNY GC Registrar registers the student, and informs ISMMS student on how to claim their CUNY Portal account, if the CUNY course faculty member chooses to use Black-Board.

i. Student is responsible to have official CUNY GC transcript sent to the ISMMS Registrar at the end of each semester, if they want to have CUNY GC credit transfer toward their degree; no later than 30 days after each semester.

j. CUNY Registrar sends ISMMS list of students registered for CUNY GC courses including which department the course is in, and the number of credits – two weeks after the ADD/DROP period.
Visiting Scholars

Students who are pursuing a graduate degree at another institution and have been invited by an ISMMS department or laboratory/center to do research in their field of study may apply for Visiting Scholar status. International Visiting Scholars must contact the Office for International Personnel to discuss visa and reporting requirements.

Visiting Scholars are expected to follow the same guidelines required for all incoming Mount Sinai employees. Visiting Scholars must (i) complete a physical examination; (ii) take the toxicology-screening test; and (iii) complete HIPAA training. All Visiting Scholars will be subject to a criminal background check.

- **Course Registration** – Should a Visiting Scholar wish to take a credit baring course, he/she must fill out a Non-Matriculating Student Application, available online by navigating to http://icahn.mssm.edu/education/graduate-school and selecting the “Apply Online” tab.

- **Duration of Stay** – Visiting Scholars will be admitted for the period of time specified in the initial invitation letter. A Visiting Scholar who wishes to continue beyond the period initially agreed upon has to submit a letter of approval from the home institution and a letter from the host department or laboratory/center requesting the extension.

- **Health Insurance** – A Visiting Scholar must provide proof of basic health insurance coverage. International students must have insurance that meets all the requirements specified by the federal regulations for J-1 students.

- **Financial aid** – A Visiting Scholar is not eligible for financial aid services from ISMMS.

- **Employment** – A Visiting Scholar may receive compensation for work done for the host research group. In compliance with federal regulations, international visiting students are not allowed to have any other employment, either on-campus or off campus. Students on a visa must discuss employment regulations with the Office of International Personnel.

- **Housing** – ISMMS does not guarantee housing for Visiting Scholars and their requests are determined based on availability.

Non-Matriculating Status and Course Auditing

A. **Non-matriculating Status** – Non-matriculated students may register for courses in the Graduate School by filling out an application to the Graduate School as a non-matriculated student and paying the full application fee. Students will be billed for the appropriate amount of tuition and will be entitled to receive a transcript. The number of course credits that a non-matriculated student can take from offerings in the Graduate School will be limited to a total of 12 credits.

B. **Official Audits** – A full-time matriculated student may audit a course with the permission of the course director. Students auditing a course do not write examinations or papers and do not necessarily participate in class discussions. However, auditors should clarify expectations at the start of the course with the course director and may be required to fully participate in the class. A completed Course Audit Form, with all required signatures, must be submitted to the Office of the Registrar prior to the end of the add/drop period. An audited course will appear on the student’s transcript with the designation “AU”. Students cannot receive credits for a course being audited.

C. Non-matriculated students, including employees, who wish to audit a course and have the audited course appear on a transcript as “AU” will be billed at the same rate as for courses taken for credit. All students wishing to take a class must submit a Non-Matriculated Student Application to the Admissions office and turn in a completed Course Audit Form to the Office.
of the Registrar. Employees may petition the Dean of the Graduate School for a waiver of course fees. Decisions are at the discretion of the Dean.

**Satisfactory Academic Progress**

It is crucial that students, Advisory Committees, and/or Program Directors monitor the students’ progress throughout the duration of their academic training. Continued financial support is contingent upon maintaining satisfactory progress at all times. Additionally, failure to achieve and maintain satisfactory progress, after counseling is sought from the Advisory Committee and/or Dean of the Graduate School, can result in academic probation and ultimately, dismissal from the Program. Students who do not complete their degree within the maximum duration allowed will be dismissed from the program.

Under exceptional circumstances, the dissertation advisor, with the support of the student’s Advisory Committee, may petition the Dean in writing to let a student continue his/her studies beyond the 7-year time limit for PhD students or 6 years in the PhD phase for MD/PhD students in Biomedical Sciences or Neuroscience and 5 years for students in the PhD in Clinical Research program. For those receiving a stipend, there is no guarantee that full stipend support will continue under these circumstances and each case will be renewed and approved by the Dean of the Graduate School of Biomedical Sciences.

**Ph.D. in Biomedical Sciences or Neuroscience Students:**

Satisfactory progress is maintained in the following ways for PhD students by:

- matriculation on a full-time basis
- for first year students, demonstrating potential for research and timely progress toward the choice of dissertation advisor and Training Area through their rotation activities
- timely submitting a completed Laboratory Rotation Agreement Form and a completed Laboratory Rotation Evaluation Form for each rotation (see section on Laboratory Rotation)
- students must maintain a minimum cumulative GPA of 3.0 and achieve a cumulative GPA of 3.0 for all of the Core Curricula (see details under General Program Requirements). For this program, the Core Curriculum consists of a year-long core course (BMS, Neuro, or Systems) AND an approved biostatistics course.
- completing at least 14 letter-graded credits of coursework
- must complete the Thesis Proposal Exam by the end of the 4th semester in the program
- successfully reaching and passing each of the Program Milestones by the required deadlines (see details in section on Program Milestones), and timely submitting registration and documentation memos
- meeting with the full Advisory Committee at least once per semester and submitting an Advisory Committee Meeting Form following each meeting
- enrolling in journal clubs and seminars as required by your MTA
- demonstrating the ability to grow in research skills and movement towards project goals following the selection of a dissertation advisor
- completing at least 72 graduate credits for the PhD degree
♦ completing all requirements for the PhD degree, including defense and deposit of the Dissertation, within the time limits of the Program, i.e., (defend and deposit by June 30 of the seventh year in the Program)

♦ developing a research project, under the supervision of one or more faculty members, which results in a thesis that reports the new findings, and is presented, defended and deposited

If the dissertation advisor is dissatisfied with the academic progress of a student and is considering removing the student from the laboratory the following steps must be taken:

1. Document sources of dissatisfaction.

2. The advisor will have direct discussions with the student to clarify the issues and to set a plan to correct the problems. A summary of the discussions should be documented.

3. If dissatisfaction continues, mediation between the student and advisor should be sought by meeting with the MTA Director and the student’s Advisory Committee.

4. If required, a discussion between the student, the advisor, and the Dean or Associate Dean should be also sought to determine whether the issues are potentially irrevocable.

5. The Dean may place the student on probation for a period not exceeding a semester.

If the student is placed on probation and fails to achieve sufficient academic progress during the following semester, the Committee for Academic Review will review the Student’s status and may recommend dismissal from the Ph.D. program.

**M.D./Ph.D. Students:**
To maintain satisfactory progress, MD/PhD students must comply with those requirements detailed above for the PhD Program and:

♦ complete USMLE Step I at the end of the second MD year and USMLE Step II at the end of the third MD year (or making specific, approved plans for different timing)

♦ successfully reaching and passing each of the MD/PhD Program Milestones by the required deadlines (see details in section on Program Milestones), and submitting registration and documentation memos on time

♦ complete the Thesis Proposal Exam by the end of the 6th semester in the program

♦ actively participate in the formal clinical refresher during the final year of the PhD phase

♦ complete all requirements for both the MD and PhD degrees within the Program time limits, including no more than five years between the Thesis Proposal and the Defense

♦ deposit the dissertation before entry into the final clinical clerkships

**Clinical Research Program Students (see Chapter 5, section 5 for more details):**
PhD in Clinical Research students maintain satisfactory progress by:

♦ earning a minimum of a B in each of the required core courses

♦ maintaining a minimum cumulative GPA of 3.0 throughout the program

MS or Certificate in Clinical Research students maintain satisfactory progress by:
♦ maintaining a minimum cumulative GPA of 3.0 throughout the program.

**MS in Biomedical Informatics Students:**
MS-BMI students maintain satisfactory progress by:

♦ matriculating on a full-time or part-time basis

♦ maintaining a minimum cumulative GPA of 3.0 throughout the program

♦ having no more than two incomplete grades, unless they resulted from an approved leave of absence which occurred before a final grade could be assigned

♦ meeting with one of the Program Directors at least twice each year

♦ demonstrating the ability to grow in relevant skills and moving towards project goals after selection a capstone project advisor and project no later than by the end of the first year

♦ completing a least 45 graduate credits for the Master of Science degree

♦ completing all requirements for the Master of Science degree including completion of the capstone project within the parameters of the Program

**MS in Biomedical Sciences Students:**
MSBS students maintain satisfactory progress by:

♦ matriculating on a full-time basis

♦ students must maintain a minimum cumulative GPA of 3.0 and achieve a cumulative GPA of 3.0 for all of the Core Curricula (see details under General Program Requirements). For this program, the Core Curriculum consists of a year-long core course (BMS, Neuro, or Systems) AND an approved biostatistics course

♦ completing at least 14 letter-graded credits of coursework

♦ demonstrating the ability to grow in research skills and movement towards project goals following the selection of a dissertation advisor

♦ completing at least 45 graduate credits for the Masters in Biomedical Sciences

♦ developing a research project, under the supervision of one or more faculty members that results in a thesis that reports the new findings, and is presented, defended and deposited

**MS in Genetic Counseling Students:**
MS in Genetic Counseling students maintain satisfactory progress by:

♦ matriculating on a full-time basis

♦ maintaining a minimum cumulative GPA of 3.0.

♦ completing at least 30 credits of coursework by the end of the 1st year.

♦ having no more than two incomplete grades, unless they resulted from an approved leave of absence which occurred before a final grade could be assigned

♦ meeting with the Program Leadership at least twice each year

♦ actively participating in journal club, case conferences and seminars.
♦ achieving basic genetic counseling and clinical skills in each of the required clinical rotations as defined by the clinical supervisor

♦ demonstrating the ability to grow in clinical research skills and moving towards project goals after selection of a thesis advisor and project no later than by the end of the first 10 months

♦ completing the core curricula for the Master of Science in Genetic Counseling

♦ completing at least 50 distinct, supervised face-to-face genetic counseling cases as defined by the Accreditation Council of Genetic Counseling

♦ completing all requirements for the Master of Science degree in Genetic Counseling including presenting and depositing the clinical research project (thesis) within the parameters of the Program

**MS in Health Care Delivery Leadership:**
MS in Health Care Delivery Leadership students maintain satisfactory progress by:

♦ Successful completion of all courses in the defined sequence Students must pass all courses in order to graduate

♦ Attendance and completion of all in-person seminars

♦ Active participation in all online elements, including but not limited to discussion boards, blogs, synchronous sessions, and all course assignments

♦ Active engagement with peer learners and faculty in each course

♦ Accessing all course resources, including but not limited to recorded lectures, assigned readings, multi-media elements, and case studies or simulations

♦ Satisfactory progress on all milestones for the Capstone project

**Academic Standing**
Students may be terminated from a degree program at any time if, in the judgment of the Graduate School or the Medical School, a student fails to make satisfactory progress towards the completion of the degree (regardless of grades).

Status of suspension and dismissal are permanently reflected on a student’s academic record. Below are the categories of student standing:

A. **Good Standing** – A student will be considered in good standing if he/she is meeting minimal academic standards in terms of course performance and other expectations of their degree program.

♦ Probation – Students in poor academic standing may be placed on probation by the Dean for Medical Education or the Dean for the Graduate School, or their appointed representatives: Academic/Student Affairs Associate Deans in each school, the Promotions Committees (Medical School) or Committee for Academic Review (Graduate School), or Graduate School Program Directors. Once a student is placed on academic probation, scholarly progress must be made within a specific time period. Academic expulsion is the likely consequence if performance continues to be unsatisfactory. Students on probation are considered enrolled.

B. **Suspension** – Academic suspension may occur when the School withdraws the student for failing to maintain satisfactory academic progress or to meet standard educational goals of the degree program. Students who are suspended from the School are required to spend a defined period of time away from the School. During this period, the student may be required to successfully complete activities defined by the Schools’ Dean, Promotions Committees (Medical School) or
Committee for Academic Review (Graduate School), or Program Director if they are to be considered for readmission to ISMMS. Students on suspension are not considered enrolled. See specific sections related to Disciplinary processes in each specific program’s section of the handbook.

Suspension and Dismissal
The Dean of the Graduate School of Biomedical Sciences can administratively suspend a student pending committee review or may administratively dismiss a student. Suspensions will generally be imposed for students who exhibit the following: failure to meet academic milestones, positive toxicology result, disruptive behavior, illegal behavior, egregious misconduct, or failure to meet administrative responsibilities (including financial obligations). Dismissal at the discretion of the Dean of the Graduate School may result when a student is convicted of a misdemeanor or felony, exhibits a serious breach of academic or professional conduct (including cheating) or following suspension. Any student who fails to comply with a directive to undergo an administrative evaluation or fails to fulfill the requirements that stems from this evaluation will be dismissed from the Graduate School.

Committee for Academic Review (CAR)
Review of Student Academic Performance and Professional Behavior–

Students in graduate programs at ISMMS have been carefully selected for the demands of graduate study. Some students, no matter how qualified, may have difficulty in meeting the graduate program’s requirements, such as satisfactory completion of courses and other requirements within a given timeframe or maintaining standards of professional conduct at all times. Such cases will be reviewed by the appropriate program committee for possible remediation or disciplinary action. Processes for review of student performance/behavior are detailed below.

A. Each program should conduct an annual review of all students currently enrolled in their program. In the case of PhD in Biomedical Sciences or Neuroscience students, the Committee for Academic Review (CAR) will perform this review. The Committee will make recommendations to the Dean of the Graduate School with regard to promotion, non-promotion, or dismissal from the school for academic or other reasons.

B. The Committee for Academic Review will meet once each semester as needed. Additional meetings may be called by the Dean of the Graduate School when the Dean, MTA Directors or Graduate Program Directors request that the Committee meet to review a particular student or students.

C. When problems arise in a student’s academic performance or professional behavior, the student will be reviewed by an appropriate student performance review committee. Some programs have internal (i.e., program-specific) review committees, while others do not. When a program does not have its own student review committee, Graduate School structures will be used for an initial review. The process for either situation is described below.

a. For programs that have an internal student performance review committee, those committees will investigate a complaint raised against a student according to the program’s written policies and procedures and render a judgment. For information regarding program-specific review procedures, refer to the Student Handbook chapter for that program. Once the internal committee has reached a decision the Chair of the review committee is responsible for meeting with the student and providing him/her with both an oral and written summary of the actions taken. During this discussion, the student must be informed of the process available for an appeal of the decision (see below for details regarding the appeals process).

b. When a program does not have an internal student performance review committee, a Program Director will confer with the appropriate Graduate School Associate Dean to determine an appropriate course of action. There are two possible courses of action:
i. The Associate Dean and Program Director will perform a full review of the matter and render a judgment. The student must be given an opportunity to meet with the Program Director and Associate Dean to make a statement and answer questions about the incident in question. If it is determined that some action needs to be taken, the Program Director and Associate Dean are responsible for meeting with the student and providing him/her with both an oral and written summary of the actions taken. During this discussion, the student must be informed of the process available for an appeal of the decision (see below for details regarding the appeals process);

ii. The matter will be referred to the Graduate School’s Committee for Academic Review. In such cases, the Associate Dean will assemble a subcommittee of CAR, acting as its Chair, to investigate the issue. The Associate Dean will also assign a senior Graduate School staff person to help guide the student through the process. The student must be given an opportunity to make an in-person statement to the subcommittee and to answer any questions committee members might have. The student should also be given an opportunity to invite faculty or other relevant people to speak to the subcommittee on the student’s behalf. Once the subcommittee has considered all available information and met with the student, it will render a decision regarding the validity of the complaint against the student and provide a recommendation for remediation or disciplinary action to the full committee. The full committee will approve the recommendation or amend it prior to approval. Once the full committee has reached a decision, the Program Director, the subcommittee Chair, and the Chair of CAR are responsible for meeting with the student and providing him/her with both an oral and written summary of the actions taken by CAR. During this discussion, the student must be informed of the process available for an appeal of the decision (see below for details regarding the appeals process).

c. Membership of CAR –

i. Full Committee - The Committee for Academic Review will consist of a chairperson appointed by the Dean of the Graduate School, one of the Co-Directors (or their designee) of each MTA, one faculty representative from each training program (PhD in Clinical Research, MSBS, MPH, MSGC, MSCR, and MSHCDL), and one student representative from each training program (PhD, MD/PhD, PhD in Clinical Research, MSBS, MPH, MSGC, MSCR, and MSHCDL). PhD student representatives should be in their 4th year or higher, while Master’s degree candidates should be in their 2nd year or higher. Student members should recuse themselves when the student under review is from their program.

ii. Investigating subcommittees – Investigating subcommittees are assembled and charged by the chair of CAR and the Associate Dean who is initiating the review. The subcommittee should consist of at least three people and should have at least one student member. The subcommittee can also include ad hoc members if deemed necessary by the CAR chair and Associate Dean. Ad hoc members could include members of the student’s training area or thesis advisory committee. The student under review has the right to request that student members are excluded from the subcommittee. In addition, student members of the subcommittee cannot be from the same training program as the student under review.

d. As mentioned above, students under review must be informed in writing of any requirements for remediation or disciplinary actions taken by CAR. The student must sign a copy of the document to indicate that he/she has received it and understands the content. This signed document will be added to the student’s academic file.
**Appeals Process**
Students have the right to appeal actions taken by a review committee. Refer to Figure 1 for the appeals process hierarchy. Students will direct an appeal to the person immediately above the committee/person who rendered a decision. If, for example, a Program-Specific Review Committee reached a decision, the student would appeal to the Program Director or if the decision were reached by a Program Director, an appeal would be directed to an Associate Dean of the Graduate School, etc. All appeals must be made in writing with a detailed description of the basis for the appeal. Students have no more than 30 days after a decision to file an appeal. A person hearing an appeal may choose, at his/her sole discretion, to convene an ad hoc committee to hear the appeal. The person hearing the appeal may collect any information he/she deems necessary to render a decision. The student should be given the opportunity to meet with the person/committee hearing the appeal. NOTE: Grade appeals do not utilize this process. Instead, grade appeals should follow the process outlined above in Section 6 above.

![Figure 1. Appeals process hierarchy.](image)

**Leave of Absence**
A student who wishes to interrupt his/her graduate studies for not more than one academic year due to serious illness or compelling personal reasons, may request a leave of absence. If the leave is approved by the Dean of the Graduate School the student will be reassured of readmission at the end of the approved leave. Such approval can only be obtained if the student maintains satisfactory progress (as defined above) and has the approval of the thesis advisor and the Program Director. PhD and MD/PhD students must also inform their Advisory Committee and the MTA Director.
Students, who fail to follow any condition of the leave of absence, will be administratively withdrawn from the Program. If the student wishes to return at a later date, s/he must apply for readmission.

Students on a leave of absence are not eligible for any benefits associated with maintenance of student status, including the stipend, tuition, health insurance and travel award for the duration of the leave. Students on a medical leave of absence may request continuation of housing privileges. Students on a personal leave of absence may request student-housing privilege based on availability. Students may also continue health insurance coverage through the graduate school, but this will be provided at the student’s expense.

For financial aid purposes (loans), a student may be out of school on an approved leave of absence for up to 180 days with no repayment consequences. After 180 days, the last date that the student was matriculated as a full-time student will be reported to the lender as the “out of school” date. A student will then go into repayment status immediately. Once the student returns to full-time matriculated status, the loans could then be deferred. However, there would no longer be a 180 days grace period once the student graduates or leaves school for any other reason, including withdrawal or another approved leave of absence. If the student re-enrolls in school at least half time prior to the end of the 180-day grace period, the full grace period will be restored.

Students must submit a Leave of Absence Request Form with a letter stating the reasons for the leave. If the request is for medical reasons, a doctor’s letter must accompany the form. International students may only request a leave of absence for medical reasons because of visa requirements and should consult with Mount Sinai’s International Office personnel to discuss their status while on leave. Students should notify the Office of Enrollment Services and the Registrar when they return from a leave of absence. If the leave of absence is for medical reasons, a doctor’s letter should confirm that the student is eligible to return.

If the School approves a leave of absence, the student will be notified in writing of the approval, including conditions of the leave and the expected date for the student to return to the program.

If a student misses one semester without prior authorization, his/her academic record will be closed and in order to continue in the program, he/she will need to apply for readmission.

N.B.: The period of an authorized leave is formally included in the Program time limit. A student who was on an approved leave of absence may petition the Dean of the Graduate School for an extension of the Program time limit. This petition must have the support of the student’s thesis advisor (where applicable) and program director.

Requests for an extension of a leave of absence must follow the same procedure as indicated above.

**Withdrawal and Readmission**

**A. Voluntary Withdrawal** – A student may voluntarily withdraw from school at any time, upon application to the Director of the MD/PhD program (for MD/PhD students) or the Associate Dean of the Graduate School (for PhD, Master’s students). The request must be made by submitting a Request for Withdrawal Form. The School may require an Administrative Evaluation prior to acceptance of a withdrawal. Failure to comply may result in dismissal. For further information on withdrawing from a specific program, refer to the program-specific chapter of this handbook.

**B. Administrative Withdrawal** – In certain circumstances, a student may be administratively withdrawn from the school at the discretion of the Dean or his designees. Examples include a student who has exceeded two years on medical or personal leave, a student whose GPA falls below a 3.0, or a student who fails to meet satisfactory progress as defined for each program and detailed in other sections of this handbook. Students who have been administratively withdrawn from a program have the option to appeal the decision. Please refer to #16 of the Academic Policies and the Registrar’s Office section of this chapter for details of the appeals process.
C. Clearance – Clearance to withdraw is required. Students must complete the appropriate paperwork found in the Registrar’s Office. The request must be made by submitting a Request for Withdrawal Form.

D. Readmission – Students who wish to reapply to a program following any type of withdrawal can do so by adhering to the same application protocols outlined by the admissions office for all applicants.

Holds
ISMMS utilizes a system of holds when students fail to meet standard educational obligations. A “hold” prevents the release of a student’s academic transcript and freezes a student’s registration status so that they may not continue to the next term until the student resolves the hold. All financial obligations must be satisfied before a student can register for another term and continue studies and/or research. Students with holds will not be eligible for financial aid refunds until the student resolves the hold.

Types of ISMMS Holds: Admissions, Academic, Administrative, Student Health, Housing, Financial, and Registrar.

PhD in Biomedical Sciences and Neuroscience Student Vacation Policy
In general, the Graduate School anticipates that students will take two weeks of vacation each year, exclusive of travel to scientific meetings and days taken off for study and preparation for examinations. Individual circumstances may cause a specific student mentor pair to agree to an individual vacation plan that is appropriate given the nature of the student's efforts over a period of time, particular family circumstances, parental leave, etc. Students must, however, inform the thesis advisor (or the rotation advisor) of all proposed and planned absences so that the flow of experimental work can be planned and discussed.

In the event of an unanticipated absence, students should make every effort to communicate with the laboratory and the Graduate School Dean as soon as possible. Any unexplained absence will constitute lack of satisfactory progress in the Program and can result in academic probation, administrative leave of absence, or dismissal from the Program.

Parental Leave
A student anticipating the need for parental leave (e.g., maternity leave, paternity leave, or others) should discuss this with their thesis advisor well in advance (about 4-5 months) of the anticipated leave. Parental leave must be approved by the program director and the Dean of the Graduate School. During the period of parental leave, completion of academic assignments (exams, written assignments, and any other academic requirements) and academic progress milestones may be postponed for up to 12 weeks.

Recognizing that mothers-to-be may need time before a child is born as well as time to recover from the birth and to care for their new babies, female graduate students will be allowed 8 weeks maternity leave to be taken in any combination of pre-natal and post-natal time. During this leave, full-time student status will be maintained, i.e. health and housing benefits will continue and visa status will remain unchanged. If a student chooses to continue a leave beyond 8 weeks, she is entitled to up to 12 weeks. These additional 4 weeks will be taken from vacation time, followed by unpaid leave. During the unpaid leave, all benefits (health, housing, etc.) will be suspended. International students should be aware that their student status might be compromised by unpaid leave.

In the event that medical complications require more than an 8-week leave, students will be covered by the medical leave policy of the Graduate School.

Students on training grants or individual fellowships must abide by the leave policies of the institutional NRSA or individual fellowship. In the event that the amount of leave allowed by an external funding agency is less than what the Graduate School allows, the Graduate School will pay
the stipend and health benefits of the student for the time not covered by the grant or fellowship, such that the student will receive the equivalent of 8 weeks paid leave.

Students who adopt a child will be entitled to the same 8-week maternity leave described above for the birth of a child, to be taken in any combination of pre- and post-adoption time.

Fathers, or partners in a legal domestic partnership, will be allowed 2 weeks of paid parental leave for either childbirth or adoption. The leave can be taken as needed either before or after the arrival of the child.

If a graduate student receives a stipend from a dissertation advisor, and if continuing the stipend for the period of the parental leave constitutes a hardship for the dissertation advisor, the dissertation advisor should discuss the possible limitations of continuing the student’s support during the period of the parental leave with the Dean of the Graduate School. The Graduate program may participate in working with the dissertation advisor in an effort to continue stipend support of the student.

Student Services

Career Services and Strategy

The Graduate School hosts the Office of Career Services & Strategy (OCSS). Established in 2015, the office offers a number of services and recurring talks and workshops - from “CV to Resume Conversion” to “Interviewing”, “Negotiations”, “Networking”, “Cover Letters” and many others. The office provides one-on-one advising services, mock interviews, digital professional portraits and business card ordering. Additionally, OCSS subscribes to many on-line resources accessed through its website as well as supports several large-scale initiatives. The office has appointed Advisory Board of Mount Sinai alumni who have successfully transitioned in careers beyond Icahn School of Medicine. Myers-Briggs workshops are held quarterly. The office, under the umbrella of the Graduate School, encourages graduate students and postdocs to participate in the myIDP (Individual Development Plan) program. The program consists of an assessment, followed by an open dialogue with faculty for enhancing the career awareness and preparedness of trainees.

The Graduate School is a charter member of the New York Science Alliance, a citywide consortium sponsored by the New York Academy of Sciences. The Alliance sponsors workshops/symposia with dynamic speakers where a variety of career paths are explored. An annual event is “What can you be with a PhD?” which is organized by New York University and sponsored by research and academic institutions in the tristate area, including the Icahn School of Medicine at Mount Sinai’s Graduate School of Biomedical Sciences.

International Student Services

The Office of International Personnel together with the Graduate School of Biomedical Sciences coordinate services for international students who have been accepted to one of the School’s residential graduate programs. The F-1 visa for Icahn School of Medicine at Mount Sinai’s international students is sponsored by ISMMS. Upon acceptance into one of the programs at ISMMS, the student will be given the Application for Certification of Eligibility (I-20) Form. This form should be duly filled out and returned to the Office of International Personnel at 320 94th Street, 5th floor or by fax at (212) 731-7804. All international students must register with the Office of International Personnel within 15 days of matriculation at ISMMS and must notify this Office of any changes in their academic program, enrollment status or if they plan to leave the country to preserve their visa status. Students must show proof of a valid I-20 before the fellowship package can be activated. It is the student’s responsibility to make sure that s/he is always in status, as mandated by the US Homeland Security.

All visa questions should be addressed to the Office of International Personnel at (212) 731-7744.

Academic Informatics and Technology
Academic Informatics and Technology (AIT), with the Gustave L. and Janet W. Levy Library at its core, serves as the information resources and technology hub for all students, residents, fellows, and the clinical and basic science faculty of the Icahn School of Medicine at Mount Sinai, regardless of where they are across the City and around the world. AIT includes the Levy Library, Archives & Records Management, Academic IT Support Center (ASCIT), Instructional Technology Group (ITG), and Multimedia Services.

The Library
Overview:
The Gustave L. and Janet W. Levy Library is the core of the Academic Informatics and Technology department, supporting the education, research, and clinical information needs of the Mount Sinai Health System. The library provides an extensive collection of resources covering biomedical information, patient education, and more, all accessible both on campus and remotely. The library is located on Annenberg 11, and serves as an inviting environment designed to facilitate research, study, teaching, and collaboration.

The library offers custom classes, research consultations with librarians; mobile resources and apps; online interlibrary loan and document delivery; and printing, scanning, photocopying, and phone charging stations.

http://icahn.mssm.edu/about-us/services-and-resources/levy-library

Education and Research Services:
Levy Library offers an Ask a Librarian service which allows users to connect with reference librarians via phone, email, chat, or in person. Librarians are available 9:00am-5:00pm Monday-Friday. Users can contact reference librarians outside of regular business hours by emailing refdesk@mssm.edu

Levy Librarians are experts in biomedical information resource search methodology and offer support for systematic review and meta-analysis search design. Librarians also offer publication support including assistance with journal selection, designing literature reviews, and research impact and evaluation.

Collection:
Levy Library offers a rich electronic collection of biomedical resources including e-books, e-journals, databases, and mobile apps. Collection highlights include access to over 50,000 e-journals, 70,000 e-books and 150 databases, clinical decision support tools (UpToDate), citation management tools (EndNote), and board examination materials (BoardVitals).

Library Space:
The Levy Library space includes: 2 hands-on computer classrooms (seating 12 and 35); over 80 publically available computers; study tables, carrels, small group study rooms, and printing/copying/scanning services. Library spaces are open seven days per week. During the academic school year, the library is open until 1:50am Sunday-Thursday. Hours vary, visit our website for more information.

Archives and Records Management Division
Overview:
The Archives and Records Management Division of the Academic Informatics and Technology group serves the Mount Sinai community by:

- Identifying the appropriate retention for all records created and maintained at Mount Sinai, regardless of their format
- Helping departments to manage the records throughout
- their life cycle Overseeing the appropriate destruction process at the end of that cycle
- Ensuring the permanent retention of all records of enduring value in the Mount

http://icahn.mssm.edu/about-us/services-and-resources/levy-library
Sinai Archives Answering questions and providing images related to Mount Sinai history

Archives and Records Management is located on the 10th floor of the Annenberg Building, Room 10-49. Complete descriptions of our services may be found on our website: http://library.mssm.edu/services/archives_records.shtml

Research Support:
The Mount Sinai Archives provides historical information and images about the Icahn School of Medicine, The Mount Sinai Hospital, and related institutions. The collections may be used to provide background information for grant proposals, images for publications or lectures, or to serve as resources for research on historical topics.

The Records Management Program provides support for researchers to help them manage their responsibilities regarding ownership and retention of research records. Records retentions schedules governing these records may be found here: http://intranet1.mountsinai.org/recordsManagement/retention.asp

Collection:
The Mount Sinai Archives collection consists of over 1500 linear feet of paper records and photographs dating from 1852 to the present day. There is also a large collection of audio-visual material, including films and videos made by and about Mount Sinai; oral history interviews with Mount Sinai faculty, staff, and students (1965-2012); and other video and sound recordings that document Mount Sinai history. The Mount Sinai Archives also maintains a digital repository where electronic records are preserved and made available. The digital collections may be found here: http://dspace.mssm.edu/

Academic IT Support Center (ASCIT)
The Academic IT Support Center supports students, faculty, and staff through:

♦ Distribution of site-licensed software
♦ Assistance with resolving hardware and software computing issues
♦ Scheduling of work orders for hardware repair
♦ Configuring mobile devices for email
♦ Support for network logins and email accounts for users on medical school computing networks
♦ Questions regarding Google Apps for Students

The Academic IT Support Center is located on the 11th floor of the Annenberg Building, Room 11-39. The Support Center staff is available for consultation in person, via email at ASCIT@mssm.edu or by phone at 212-241-7091. Office hours are Monday through Friday from 8:00 am to 8:00 pm; Saturday from 9:00 am-5:00 pm and Sunday from noon to 8:00 pm.

Details of our services can be found on our website here: http://icahn.mssm.edu/about-us/services-and-resources/computer-services/levy-library-computing-help-desk

Instructional Technology Group (ITG)
The Instructional Technology Group (ITG) is comprised of a creative team of instructional designers, technologists and medical illustrators connected closely to the academic mission of the School. We utilize current best practices for integrating technology into teaching and learning materials. ITG actively partners with faculty and researchers to enhance learning experiences and improve learning outcomes. If you would like to take your learning content online, our team can work with you to translate existing learning materials into a digital experience delivered online. We also develop, maintain and train faculty, students and researchers on the effective use of the following academic systems:
Learning Management System (Blackboard)

Lecture Capture System (Echo360)

Virtual Microscopy (Olympus Webslides)

ITG is available for consultation in person, via email at ASCIT@mssm.edu or by phone at 212-241-7091. We are available for consultation Monday through Friday from 9:00 am to 5:00 pm.

**Multimedia Services**

The Multimedia Services department is located on the 10th floor of the Annenberg building. Multimedia Services is responsible for supporting the entire Icahn School of Medicine at Mount Sinai campus for all audio-visual needs. We offer services ranging from presentation assistance to video conferencing. Multimedia Services has also added GoToMeeting support to our request forms.

Video conferencing (via Polycom and Tandberg systems) has become an everyday routine event. Through a ticketing system we are able to flawlessly coordinate these video conferencing meetings with the other hospitals within the MSHS and its affiliates. Many of these video conferences incorporate content sharing, which allows us to reach clients as close as Upstate New York and Virginia or as far away as Germany and Israel.

Multimedia Services also provides support for Medical Education’s classrooms, including Annenberg 12-01 (Polycom and Echo 360) and 13-01 (Echo 360) lecture halls and the small class rooms on those floors.

The Multimedia Services Department has a staff of 6 technicians and our operating hours are from 7:00 AM to 6:00 PM. Direct phone line - (212-241-7060).

**Medical Insurance**

All graduate students are required to have Hospitalization/Major Medical insurance. For information about student health coverage, refer to: [http://icahn.mssm.edu/education/student-resources/resources-for-current-students/student-health-and-insurance/student-benefits](http://icahn.mssm.edu/education/student-resources/resources-for-current-students/student-health-and-insurance/student-benefits). Students may enroll in the School’s student health insurance or provide proof of coverage of another insurance policy. Students who fail to provide proof of insurance coverage will automatically be enrolled in the Student Health Insurance plan.

For continuing students, open enrollment occurs from June 1st to June 14th for the upcoming academic year. At that time, students have the option to enroll, disenroll, or change their insurance elections. No other changes will be processed for the year unless students have a specific qualifying life event. Qualifying life events include birth of a child, adoption, marriage, divorce or loss of employment. In the case of a qualifying event, students only have 30 days from the date of the qualifying event to change their insurance benefits. Students who have inquiries regarding enrollment for medical insurance should contact Enrollment Services at (212) 241-5245 for information.

- Medical insurance coverage will end on the last day of the month in which the student terminates by depositing a thesis, unless the student terminates on the first day of the month, in which case, benefits will terminate on that day.
- Prescriptions are available for generic and brand medications with co-payment in the Mount Sinai Employee Pharmacy, provided the medication prescribed is in the Pharmacy formulary. Students who receive prescriptions for medications not carried by the formulary can obtain prescriptions at a local drug store.
- Open Enrollment Period: During the first two weeks of June, students will be able to change their benefit choices. During this time period, students enroll or disenroll in any combination of health, dental, and vision coverage. However, students must always carry basic health insurance. If a student disenrolls from the ISMMS plan, they must file a waiver form in the Student Services
Office and present proof of insurance from another source. When a student marries, has a child, or goes off their parent's insurance policy s/he must notify the Student Services Office within 30 days of that event so that the policy can be altered appropriately.

- The insurance plan coverage runs from July 1 – June 30. Coverage will be terminated by the school upon graduation or if a student does not re-enroll for the next academic year. Medical insurance coverage will end on the last day of the month in which the student terminates by depositing a thesis or graduating, unless the student terminates on the first day of the month, in which case, benefits will end on that day.

- Students can also use the Student Health Office for minor illnesses. For additional information, you may call Student Health at (212) 241-6023.

Student Health Services
The Student Health Center is located at 17 East 102nd Street, East Tower, 4th floor, Room D4-246. The Student Health Center provides administrative services to the school to ensure compliance with OSHA, immunizations, tuberculosis screening, and influenza vaccination as mandated by the Health System and New York State. The Student Health Center provides confidential medical evaluation and treatment for all matriculated medical and graduate students, including primary and preventive care, gynecological services, STI screening, tuberculosis surveillance, travel medicine, and acute care. Students may choose to see Student Health physicians for any of the above visit types, or they may seek care with their own primary or subspecialty care physicians.

The staff consists of physicians and a full-time nurse. Students schedule appointments on MARC. For any difficulties with scheduling, students may call for an appointment (ext. 46023) or walk-in to the office, and Student Health will do its best to accommodate them. For after-hours emergencies, students may be seen in the Mount Sinai Urgent Care Center or the hospital Emergency Department. Students must bring their insurance information for all urgent and emergency visits. Visits will be billed to the student's insurance, but the student remains responsible for any co-payments or for any services not covered by insurance. If the student needs to be admitted, s/he will be given the first available bed on a semiprivate service.

All students must make arrangements to have a comprehensive physical examination performed by their private physician prior to matriculation. All student health forms are available on the enrollment website and must be completed and submitted to the Student Health Center prior to matriculation.

The school may require that a student be seen by our Student Health physicians. Failure to comply with any of the student health requirements may negatively impact the student’s academic standing.

Immunization Policy
Immunizations are required for TDaP (if not administered within the past 10 years), Polio (if initial series and booster have not been given) and an annual influenza vaccine. Proof of immunity must be provided for Measles, Mumps, Rubella, Varicella and Hepatitis B. If students do not have proof of immunity to any of the above, they will be required to obtain booster vaccinations as indicated and follow-up titers to verify protection.

Annual influenza vaccination is required for all Mount Sinai students and employees, as mandated by the Health System and New York State. Every student must obtain an annual flu vaccine during flu season, or submit a written declination to the Student Health Center. In addition to providing written proof of declination, any student who declines the flu vaccine will be required to wear a mask while on campus property throughout the flu season (usually December through May).

Upon enrollment, all ISMMS students must have an annual screening for tuberculosis (PPD skin test or IGRA). Annual TB testing is required of all students and employees at Mount Sinai. Students are responsible for meeting annual tuberculosis screening compliance requirements. Students who are recent converters will be managed appropriately with chest x-rays to rule out the presence of active disease and prophylaxis with medications. Failure to follow appropriate treatment may result in dismissal from the institution.
Non-compliance with the above regulations is forwarded to the Registrar for “student health hold” and Program Directors (Graduate School) or the Administrative Director of Student Affairs (Medical School) are notified. Students in the HCDL MS, an on-line program are except from this requirement.

Dental and Vision Care
Students have the option to elect dental and/or vision coverage at their expense. Policy information is available in the Office of Student Services. The same annual enrollment dates for Medical Coverage enrollment also pertain to Dental and Vision coverage.

In addition, ISMMS has a dental clinic that is available to provide emergency and routine services for medical and graduate students at a reduced fee. These services include oral examinations with x-rays and dental cleanings. More extensive services such as root canal therapy, prosthetic and cosmetic dentistry are available for a fixed fee. Students should bring their student ID to identify themselves as a medical or graduate student. It is most effective to visit the clinic in person to arrange a time slot. The dental clinic is located on the second floor of the Annenberg building and can be reached at (212) 241-7121.

Student Mental Health Service
All correspondence with this office is completely confidential; there is no correspondence with the school by this office whatsoever — unless specifically requested and formally endorsed in writing by the student. No record of any contact is made available to or accessible to the school.

Rapid access to strictly confidential psychiatric consultation, counseling, treatment, and referral is available to students through the Student Mental Health Service. The Student/Trainee Mental Health Program through the Department of Psychiatry provides initial consultations and ongoing psychotherapy and medication management for those graduate students need of mental health services. The student’s insurance will be billed for all services and the student will not be responsible for any co-pay. To make an appointment for an initial consultation, you can either write to the STMH email account (STMH@mssm.edu) or contact Dr. Jeffrey Newcorn (STMH service program director) at 212 659-8705.

Emergency psychiatric services can be initiated by contacting the psychiatrist on-call through the page operator (212) 241-5581, or by calling the Psychiatric Emergency Service at (212) 241-7147, or by direct unscheduled presentation to the emergency room; it is never necessary to call in advance.

Student access to counseling and mental health services is a private health matter of the utmost importance. The rule of complete confidentiality always applies, as in any relationship between a therapist and patient. No person or office is notified or informed at any point that a student (or dependent) has seen or is seeing a counselor or psychiatrist through the Student Mental Health Service. Student use of the service is not made known to the school, and is never recorded on any transcript.

Procedures
The School and the Department of Psychiatry have collaboratively established several confidential pathways of access to mental health care and enriched available resources beyond those afforded by the basic mental health insurance plan.

- The intent of this service is to provide direct access to specialized consultation with an absolute minimum of administrative complexity. When ongoing treatment is desired and indicated, informed referrals into affordable care are provided.

- Self-Referral – Students may freely seek and establish mental health services independent of the Student Mental Health Service, or any other campus framework, by any means of their choosing, and fully utilize their mental health insurance benefit. In this pathway of access, if insurance is utilized by the student, pre-approval of insurance must be obtained (see below). Students selecting this pathway for their care should be mindful of several considerations
including the distinction between “in-network” and “out-of-network” terms for insurance reimbursement (please refer to the terms and conditions of the student health policy for details).

♦ Student Health Referral – Students may obtain a direct referral to a Mount Sinai clinician via Student Health Service at (212) 241-6023. Referrals are made by Student Health to the “out-of-network” voluntary and full-time faculty on the roster described in (1) above. Referral requests remain strictly between Student Health, the student, and the clinician. No records of any kind are made available or are accessible to the Dean's Office or medical school administration.

Referrals conducted by Student Health are made in a general manner, without triage or consultation such as is provided by the Student Mental Health Service. Student Health will not conduct a formal clinical psychiatric assessment or inquiry to inform this referral.

After a name has been provided to the student, the next step is to obtain pre-approval of insurance to proceed into care with this “out-of-network” referral. “Good-faith” responsibilities for students will apply with regard to financial arrangements (see below).

If the student feels that the initial referral is unsuitable, s/he may request a second referral from Student Health. At any time, the student may request a consultation with the Director of Student Mental Health as described in (1) above to more specifically inform the referral. Such consultation is required to obtain additional referrals if the student is dissatisfied with a second referral as conducted by Student Health.

Infection Control
All students are held to the Mount Sinai Health System’s Infection Control Policies and Procedures. During orientation, students will be introduced to these policies and procedures. Further training is coordinated by each degree program.

Students who experience needle stick accidents and accidental blood/body fluid in the medical school will be supported (An exposure may be a percutaneous injury, such as a needle stick, cut with a sharp object or bite, contact of mucous membranes, contact of tissue, contact of skin when the exposed skin is chapped, abraded, or afflicted with dermatitis, or the contact is prolonged or involving an extensive area with blood or tissue or body fluids.). It is expected that students follow the published protocols immediately as anti-retroviral therapy for HIV exposure, if recommended, should commence immediately. Exposure to hepatitis B or C may require therapy or further follow-up. Care, evaluation, and expert advice must be available to students regarding relative risks, options for therapy, and follow-up. Coordination of multiple affiliate sites has been accomplished so that students have a clear idea of the protocol to follow and students receive state-of-the-art care. Students must attend annual seminars conducted by infection control experts and documentation of attendance will become a permanent part of the student's file. Students must follow protocol after a needle stick or other blood/body fluid exposure.

All exposures should be reported to Student Health. For complete information, view the Infection Control Handbook http://students.mssm.edu/infection/

Disability Services
The Disability Officer, Christine Low (christine.low@mountsinai.org), works with all ISMMS students in both the Medical School and the Graduate School to facilitate equal access for students with disabilities by coordinating reasonable accommodations through a variety of support services (e.g., access modification, learning related technology, and extended test times).

Individually designed accommodation plans and services are determined based on the documented needs of each student in conjunction with their program requirements.

Submiting an Application for Accommodation and Services
Students seeking accommodations and services are required to submit documentation of their disability. The Director of Disability Services has responsibility for determining the acceptability of documentation and reserves the right to require additional information. Students are asked to
register by submitting the Application for Accommodations and Services, disability documentation and are required to meet with the Disability Officer.

Students with self-identified concerns or problems related to academic performance or learning may contact the Disability Officer to request accommodations.

Accommodations cannot be implemented until you have met with the Disability Officer, submitted the Application for Accommodations and Services along with all disability documentation; the information has been reviewed; and an official decision has been rendered. You should expect a minimum of one month to process accommodation requests and plan accordingly.

Accommodations CANNOT be granted retroactively.

**Housing (Applicable only to students in PhD and MD/PhD in Biomedical Sciences or Neuroscience)**

The School of Medicine has made it a priority to provide convenient housing for students who are in the MD, MD/PhD, PhD- Neuroscience, PhD- Biomedical Sciences, and PREP students. In compliance with Medical Center policy, students may not possess illegal drugs, firearms, and/or ammunition in any facility operated by Mount Sinai. Additional housing regulations and information are contained in the occupancy agreement, in "A Guide to Living in Mount Sinai Housing," and other documents.

**The Jane B. Aron Residence Hall**

The Jane B. Aron Residence Hall at 50 East 98 Street offers modern and affordable housing for eligible students. The 14-story building contains shared suites accommodating almost 600 residents. Each suite consists of four to six private bedrooms a shared bathroom for each two rooms, a living room and a kitchen. Each room has an individual heating and air conditioning unit. Living rooms have parquet floors and large windows, and all suites are furnished. Among Aron Hall's facilities are outdoor handball and basketball courts, a laundry room, and an exercise/gym room that is open to all medical and graduate students who can present their ISMMS student ID card.

Security provisions include doormen around the clock, a call light near the front door to summon a security guard for escort to ISMMS, an intercom from the lobby to all suites, and television cameras in elevators and ground floor areas. Building occupants are required to observe a number of security procedures; for example, ISMMS ID cards must be presented to the doorman whenever occupants are entering the building.

**Couples Housing**

Furnished and unfurnished apartments in other buildings owned by Mount Sinai are available for eligible students with a family size of more than one (1) as documented by proof of marriage or a domestic partnership. Documentation of the family size is required. For further information please contact: ISMMS Real Estate Office at (212) 659-9630 or housing@mountsinai.org

Student occupancy agreements are written for the term of student enrollment. A non-graduating student who wishes to permanently leave Mount Sinai housing may be released from the occupancy agreement as of June 30 of the year by requesting this in writing at the Real Estate Office on or before May 31. Non-graduating students, who vacate their Mount Sinai housing prior to June 30, or without giving proper notice, will be responsible for their rent until June 30. Special requests to terminate a lease early may be brought to the attention of the Director of Enrollment Services who will take any petitions for exceptions to the Housing Oversight Committee for review.

Occupants are charged a $25 late fee each month on any balances not paid by the 10th of each month. Students who fall more than two months in arrears will be put on "housing hold" and will not be considered to be in good standing with the school until the situation is corrected. Transcripts, letters of recommendation, change of status, and so on are all affected by this hold.

Students graduating in the spring term are expected to vacate their Mount Sinai housing by the Sunday following graduation. Notification of move out dates must be submitted to the Real Estate Office.
Office. Any student graduating at other times of year should give the Real Estate Office 60 days’ notice to schedule their move out date.

The Medical Center's insurance does not cover occupants' personal property. Students are urged to purchase renters' insurance policies or to find out if their belongings can be covered under their parents' policies.

Real Estate Office
The Real Estate Division is open Monday through Friday, except holidays, from 9:00 A.M. to 5:00 P.M. In addition, a voice mail system will take messages during evenings, weekends, and holidays. For any unresolved problems with residential building services or repairs, you may ask for an appointment with the Director of Enrollment Services, who acts as liaison between students and Real Estate. For questions about Aron Hall housing, see the Housing Coordinator in the Real Estate Office. For additional information, including lease terms, guest visitation policy, room transfer policy, and subleasing policy, please visit the website at: http://icahn.mssm.edu/education/student-resources/resources-for-current-students/housing or contact:

ISMMS Real Estate Office
1249 Park Avenue,
1st Floor New York,
NY 10029
Tel: (212) 722-5096
Fax: (212) 831-3093

Safety and Security
Students’ personal security is of paramount importance. For this reason, Security will, upon request, provide escorts within Mount Sinai and to on-campus residences. Call ext. 46068/9 approximately 10 to 15 minutes prior to departure.

Security measures at Mount Sinai are reviewed continuously to provide a safe environment for all who use its facilities. A committee of the Student Council addresses housing and security issues and meets on a regular basis with Security to discuss matters of concern.

Security Office Contact Information
♦ The Main Security Office is located at 1468 Madison Avenue, MC level, AMC-203.
♦ Security Guard stations are located at the entrance to all buildings on the campus.
♦ The Security Department telephone number is 46068/9.
♦ Students can also reach Security by dialing “60” on any phone in an emergency or when suspicious activities are observed.

Identification Badges
Identification badges are issued to all students at the time of registration and MUST BE WORN AT ALL TIMES in all campus buildings and upon entering any residence hall. Students may be asked to present cards for identification at any time while on campus. Lost cards may be replaced for a $10 fee, payable to the main cashier. The receipt is presented to Security Administration who will issue a new badge.

Emergency Alert System “Message One”
In order to allow for a more coordinated and rapid response to emergency or disaster situations at Mount Sinai, the medical center uses a messaging system, MessageOne, which has the capability of informing students of and delivering instructions regarding citywide, hospital, or student specific (e.g. student housing intruder) emergencies requiring immediate attention. Signing up for this system is mandatory for all students. During the on-line registration process, students have the option to set the method of contact (e.g. cell-phone, text message, email). D. Personal Property and Property Passes –Personal property is often the object of theft and should be protected at all times.
In its ongoing efforts to protect personal property, as well as property belonging to the Icahn School of Medicine at Mount Sinai, Security requires that persons leaving Mount Sinai with personal property (radios, laptop, etc.) obtain a Personal Property Pass to expedite egress from the complex. Property Passes are available from the Graduate School office during weekdays. It is the policy of Mount Sinai that no equipment, personal or that belonging to Mount Sinai, will be removed from the premises without a Property Pass. Packages, backpacks, purses, or other large bags are subject to inspection by Security Officers at entrances and exits of all Mount Sinai buildings.

**Sexual Assault**

The Icahn School of Medicine at Mount Sinai is committed to maintaining a supportive and safe educational environment, one that seeks to ensure the wellbeing of all members of its community. Those who believe that they are the victims of sexual assault should:

- **Immediately call the police department at 911.** If possible, call the ISMMS Security Department at (212) 241-6068.

- **Get medical attention.** Campus security will provide transportation or escort to the Mount Sinai Medical Center Emergency Room for emergency medical treatment and evidence collection. A counselor from the Sexual Assault and Violence Intervention (SAVI) program will be available to assist victims.

Caring assistance is available for persons who have been subjected to sexual assault or sexual misconduct. They are encouraged in the strongest terms to make a report. ISMMS works closely with Mount Sinai SAVI program. More information can be found at [http://www.mountsinai.org/patient-care/service-areas/community-medicine/areas-of-care/sexual-assault-and-violence-intervention-program](http://www.mountsinai.org/patient-care/service-areas/community-medicine/areas-of-care/sexual-assault-and-violence-intervention-program) or by calling (212) 423-2140.

Consistent with Chapter 739 of the State Education Department signed into law in 1990, information concerning prevention of sexual assault is provided to all entering students.

**Clery Act**


**Fire Safety**

One of the most serious issues facing the Mount Sinai Medical Center students, employees, and patients is the threat of fire. The risk is increased because work conducted in clinical, research and other laboratories may involve flammable liquids and other hazardous substances. In addition, the use of specialized equipment such as lasers and other ignition sources utilized in oxygen-enriched atmospheres increases the threat of fire. This threat is far more critical in patient care areas since patients are often incapable of self-preservation. It is critical to your safety as well as our patients’ well-being that you know what to do in the event of an actual fire. This knowledge is imparted to you through participation in fire drills, and fire safety training in-services.

CODE RED is the phrase used to alert the Mount Sinai Community to enact the R.A.C.E. protocol for fire emergencies.

- **R** = Rescue
- **A** = Alarm
- **C** = Confine
- **E** = Extinguish

The ISMMS Intranet, [http://intranet1.mountsinai.org/](http://intranet1.mountsinai.org/), under Core Administrative Services and Fire Safety Tabs, includes a link to the MSMC video entitled “CODE RED”. Please take the time to view this important informational video and participate in your local fire drills.

**Student Life**

**Bicycles**
Bicycle racks are provided for daily use. All bicycle parking is at the owner's risk. Students must provide a lock and/or chain to secure their bicycle to the rack. The bicycle stands are available in several locations around the institution.

Bicycles will not be permitted in any Mount Sinai building.

**Bookstore**

At [Posman Collegiate Bookstore at Mount Sinai](http://www.posmancollegiate.com/mtsina), you can order medical textbooks, popular books, supplies, and Mount Sinai gifts.

**Buses**

The Medical Center provides a shuttle bus service for the Bronx V.A., Elmhurst, North General Hospital, Adolescent Health at 320 East 94th Street, and the 125 Street Metro North Train Station. Schedules are available in KCC 1 North and tickets may be purchased at the cashier's booth at the 98th Street garage.

**Food Service**

The cafeteria offers a variety of selections for breakfast, lunch, and dinner. One can choose from a soup and salad bar, a deli sandwiches section, including popular wrap sandwiches, Kosher Corner, Main Fare, grilled selections, freshly-prepared pizza, and a variety of desserts and beverages, plus regularly scheduled "special menus," candies, popcorn, and munchies. Vending machines offer a variety of hot and cold foods and are available for use 24 hours a day, every day of the week throughout the campus, with the main location being adjacent to the Plaza Cafeteria in the Guggenheim Pavilion Lobby. The cafeteria is located on the Atrium level of Guggenheim Pavilion. Information about menus and times of operation are posted at: [http://intranet1.mountsinai.org/foodservice/](http://intranet1.mountsinai.org/foodservice/)

The Starbucks coffee kiosk is located in the Atrium of the Guggenheim Pavilion – hours are posted.

**Recreation**

Recreational activities at ISMMS are determined by the student body and are administered jointly by the Recreation Office and two committees of the Student Council, one responsible for social activities and the other for athletic activities. Each committee is composed of one elected student from each of the four classes. At the beginning of the academic year, following discussion with their respective classes, the Committee members formulate a program of activities for the entire academic year and allocate the necessary funds. Individual students interested in a particular activity should consult appropriate class representative. Students are urged to coordinate as many activities as possible through the two Student Council committees and the Recreation Office.

In addition, the Recreation Office, (19 East 98 Street, Room 1E), also provides information about a wide range of activities. The Office offers discount tickets to Broadway and off-Broadway shows, concerts, operas, sports events and other events occurring in New York. For certain events such as the Metropolitan Opera a specific number of tickets are allocated for student purchase; each student is permitted to buy two tickets. Students may phone (ext. 49531) for daily listing of available events and (x47257) for future listings or check on the Web: [http://icahn.mssm.edu/recreation](http://icahn.mssm.edu/recreation) under Employee Services then under Organizational Development Learning (ODL); also on the Internet: [http://icahn.mssm.edu/recreation](http://icahn.mssm.edu/recreation). General recreational information is also available in the Recreation Office. Discounts are available for health clubs, Circle Line, Great Adventure and other amusement parks. Discount buying services are available for hotels, restaurants, car rentals, travel, magazines, and many other items. The Recreation Office maintains listings of city recreational facilities available to students (ice skating, swimming pools, tennis courts, handball courts, and so on).

The Employee-Student Activities Committee schedules a number of activities. Check with the Student Activities Coordinator at the Recreation Office (ext. 46660) for more information. Students are invited to serve on this special committee.
There is a gym on the first floor of the Aron Residence Hall at 50 East 98th Street. In the back of Aron Hall there are several basketball half-courts and a handball court that are available for student use.

Membership passes for the 92nd Street Y are available by signing up online. First time users should contact The Graduate office for instructions how to sign up. The "Y" has aerobic classes, basketball courts, a running track, handball courts, exercise rooms, a large swimming pool, and a weight room, which is equipped with free weights, Nautilus, bikes, rowers and a stair machine. The passes may only be used by ISMMS students (not their guests). The ISMMS ID card plus the pass gains admission to the "Y" for the use of the facilities.

**Institutional Policies**

**Policy on Harassment**

**Statement of Purpose**

Harassment has become an increasingly prominent national concern in the workplace and in academic institutions. ISMMS regards any behavior that is harassing, discriminatory, or abusive as a violation of the standards of conduct required of all persons associated with the academic mission of the institution. The ideal of American medical, graduate and postgraduate education is to create an environment that nurtures respect and collegiality between educator and student. In the teacher-student relationship, each party has certain legitimate expectations of the other. For example, the learner can expect that the teacher will provide instruction, guidance, inspiration, and leadership in learning. The teacher expects the learner to make an appropriate professional investment of energy and intellect to acquire the knowledge and skills necessary to become an effective physician or scientist. The social relationships required in the achievement of this academic ideal – mentor, peer, professional, staff – require the active trust of partnership, not the dependence of authoritarian dominance and submission.

ISMMS is responsible for providing a work and academic environment free of sexual and other forms of harassment. The institution may pursue any complaint of harassment known to it in order to achieve this goal. A Grievance Committee (the “Committee”) was established in 1992 to serve as an educational resource to the medical school community on issues relevant to harassment and to address complaints of sexual harassment and other forms of harassment and abuse as defined below. Complaints about implementation of school policies concerning appointment, promotion, and distribution of resources, including notification requirements associated with these policies, will not be addressed by this Committee unless they involve, in addition to those complaints, an allegation of harassment or abuse as defined below. The Committee (and an appointed Investigative and Hearing Board (the “Board”) below, if any) may only consider complaints of harassment and abuse brought by any faculty member, medical or graduate student, house staff or postdoctoral fellow against any other such member of the School community. Complaints by and against other employees of ISMMS will be handled by other appropriate existing grievance mechanisms (e.g., those available through Human Resources). The Committee may act (at the Committee’s discretion) before or after other action(s) an individual may take to exercise his/her rights both within and outside the institution.

The Committee will attempt, whenever possible, to emphasize mediation and conciliation. It will rely on discreet inquiry and trust in dealing with complaints that are brought for its consideration. Confidentiality will be maintained to the maximum extent possible consistent with the need to investigate complaints and with the requirements of the law. Full cooperation with the Committee and an appointed Board, if any, is required of all members of the community.

To ensure an environment in which education, work, research, and discussion are not corrupted by abuse, discrimination and harassment, the following statement has been created to educate members...
of the academic community about what constitutes harassment and about the mechanism for the receipt, consideration, and resolution of complaints.

Issues also may be brought up during the Steering Committee of the Student Council's monthly meetings with the Dean, the Dean for Medical Education, the Dean of the Graduate School and the Associate Deans. It must be emphasized that appropriate professional behavior is expected of all members of the School of Medicine and the Hospital. Harassment in any form will not be tolerated.

Consistent with Sections 6432 and 6436 of the New York State Education law, information concerning prevention of sexual assault, domestic violence, stalking, and bias crimes will be provided to all entering students. A Student Safety Committee meets annually with Security to address student safety concerns.

**Definitions of Unacceptable Behavior:**

Certain behaviors are inherently destructive to the relationships that are required in a community organized to provide medical and graduate education. Behaviors such as violence, sexual and other harassment, abuses of power and discrimination (based on race, color, religion, national origin, gender, sexual orientation, veteran status, age, disability, citizenship, marital status, genetic predisposition or any other characteristic protected by law) will not be tolerated.

- Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:
  
  a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic success.
  
  b. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such an individual.
  
  c. such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive work or academic environment. Sexual harassment is a violation of institutional policy and of city, state and federal laws. Sexual harassment need not be intentional to violate this policy.
  
  d. *Examples of sexual harassment include, but are not limited to:*
    
    i. sexual assault
    
    ii. inappropriate sexual advances, propositions or demands unwelcome physical contact
    
    iii. inappropriate persistent public statements or displays of sexually explicit or offensive material which is not legitimately related to employment duties, course content or research
    
    iv. threats or insinuations, which lead the victim to believe that acceptance or refusal of sexual favors, will affect his/her reputation, education, employment or advancement
    
    v. derogatory comments relating to gender or sexual orientation

In general, though not always, sexual harassment occurs in circumstances where the harasser has some form of power or authority over the life of the harassed. As such, sexual harassment does not fall within the range of personal private relationships. Although a variety of consensual sexual relationships are possible between medical supervisors and trainees, such relationships raise ethical concerns because of inherent inequalities in the status and power that supervisors wield in relation to trainees. Despite the consensual nature of the relationship, the potential for sexual exploitation exists. Even if no professional relationship currently exists between a supervisor and a trainee, entering into such a
relationship could become problematic in light of the future possibility that the supervisor may unexpectedly assume a position of responsibility for the trainee.

- Discrimination is defined as actions on the part of an individual, group or institution that treat another individual or group differently because of race, color, national origin, gender, sexual orientation, religion, veteran status, age, disability, citizenship, marital status, genetic predisposition or any other characteristic protected by law. Discrimination or harassment on the basis of these characteristics violates federal, state, and city laws and is prohibited and covered by this policy.

- Abuse is defined, for purposes of this policy, as behavior that is viewed by society and by the academic community as exploitative or punishing without appropriate cause. It is particularly objectionable when it involves the abuse of authority. Examples of behavior, which may be abusive, include, but are not limited to:
  
a. habitual conduct or speech that creates an intimidating, demeaning, degrading, hostile, or otherwise seriously offensive working or educational environment

b. physical punishment

c. repeated episodes of verbal punishment (e.g. public humiliation, threats and intimidation) removal of privileges without appropriate cause

d. grading or evaluations used to punish rather than to evaluate objective performance assigning tasks solely for punishment rather than educational purposes

e. repeated demands to perform personal services outside job description intentional neglect or intentional lack of communication

f. requirements of individuals to perform unpleasant tasks that are entirely irrelevant to their education and employment that others are not also asked to perform

Constructive criticism, as part of the learning process, does not constitute harassment. To be most effective, negative feedback should be delivered in a private setting that fosters free discussion and behavioral change.

Office of the Ombudsperson
The Institutional Ombudsman is Barry Stimmel, MD who is available to any student to give counsel and feedback and to discuss informally any situation they have encountered and the nature of any discrimination or abuse, and so forth. This Office is a confidential resource for students except in cases where legal action is needed (e.g., unlawful discrimination or harassment, assault/harm to student or patient).

Grievance Committee
Purview of the Committee:
The Committee is charged with addressing any complaint of harassment or abuse brought by any member of the faculty, medical or graduate student, house staff officer or postdoctoral research fellow against any other such member of the school community.

Composition of the Committee:
The Committee will consist of at least 22 members. Among these will be 2 with counseling experience, 2 medical students, 2 graduate students, 2 house staff, 2 faculty with administrative appointments, and 2 research postdoctoral fellows. Faculty members of the Committee will be representative of both basic science and clinical, junior and senior faculty. Every effort will be made to have the Committee reflect the full diversity of the medical school population. The Chairperson of the Committee (the “Chairperson”) shall be a faculty member with experience in counseling and who does not have an administrative appointment. All members of the Committee, including the Chairperson, will be appointed by the Dean after consultation with relevant groups in the School. Faculty will serve staggered 3-year renewable terms; students, postdoctoral fellows and house officers will serve renewable 1-year terms.
Grievance Procedures:

- Any member of the faculty, any medical or graduate student, house officer or postdoctoral research fellow who believes that he or she has been harassed or abused by any other such member of the School community may contact any member of the Committee or the Chairperson to seek advice, or may submit a written complaint to the Committee. The Committee member contacted can discuss the matter with the complainant, advise the complainant of his/her alternatives in pursuing the complaint, including, if the complainant agrees, (and where permitted by law), helping the complainant to resolve the complaint informally without revealing the complainant’s name. Such help may include, but is not limited to, assisting the complainant in drafting a letter to the alleged offender asking that he/she stop the behavior, or coaching the complainant in preparation for a conversation with the alleged offender. The complainant may ask the Committee member to meet directly with the person accused to seek a resolution. If the complaint includes an alleged violation of law, the Committee member initially contacted must bring the complaint to the full Committee, the complaint must be fully documented and investigated, and a report made to the Dean.

- Upon request of the complainant to the Committee member originally contacted, or upon receipt of written complaints to the Committee, or when required by law, the complaint, with the names of the complainant, respondent and department withheld, will be discussed by the Committee at its next regular meeting.

- Following discussion of the complaint, the Committee has 2 options:
  
a. It can decide that even if the allegation is true, it does not constitute harassment or abuse. The complainant will be notified of the finding and can be offered guidance and/or assistance in resolving the matter, or be referred to another, more appropriate venue, such as Human Resources, the Faculty Relations Committee or a Tenure Review Committee to pursue the complaint.

  b. It can decide that the allegation is sufficiently serious to warrant further investigation. Unless previously submitted, the complainant will be requested to submit a full written account of the complaint. Upon receipt of the written complaint, the Chairperson will appoint a five-member Board and two alternates.

- The Chairperson will serve as chair of the Board (or, in case of conflict of interest or other inability to serve, appoint another Committee member) and will appoint at least 4 additional individuals and at least 2 alternates to consider the complaint. Students, postdoctoral fellows, and house staff members are to be excluded from the Board in cases involving a faculty member alleging harassment by another faculty member. In cases involving a student, postdoctoral fellow or house staff (either as an accuser or accused), at least one of the members of the Board will be from the same group. Each Board will have at least one member with experience in counseling, and at least 3 faculty.

- Upon selection of the Board, the complainant will be notified of the names of Board members, and will have 48 hours from receipt of such notification to challenge, in writing, any member for cause. The respondent will be notified that a complaint has been brought against him/her, the name of the complainant, the nature of the complaint, and the names of the members of the Board. The respondent shall also have 48 hours from receipt of notification to challenge, in writing, any member of the Board for cause. In the event of a challenge, the Chairperson will decide on the merits and replace Board members if necessary. In the event that the Chairperson is unable to appoint a sufficient number of members not disqualified for cause, the Dean will appoint additional members.

- The preliminary stages of the investigation may consist of meetings of one or more members of the Board with the complainant, respondent and other members of the community who might have relevant information. In the event that preliminary meetings have been held, all
information obtained in these meetings will be shared with the entire Board. In all meetings, confidentiality will be stressed.

♦ The respondent will receive the full written complaint with the supporting documentation provided by the complainant to the Board and will be afforded two weeks to provide a written response. This response will be distributed to the Board and provided to the complainant.

♦ The Board will then hold one or more hearings, which the complainant and respondent will attend, either individually or together, along with any other witnesses the Board deems relevant to the complaint. At the hearing, each of the parties may be accompanied by an advisor, who is a member of the Mount Sinai community, but who is not a lawyer, and who will not function as an advocate during the hearing.

♦ At the close of the hearing(s), the Board will deliberate the findings without the presence of either the complainant or the respondent. Upon concluding its deliberations, the Board will vote on whether or not there has been a violation of this policy based on a majority vote. Recommendations for remedial actions will be discussed. A full report will be drafted, including the findings, vote and recommendations of the majority. It will then be submitted to the Dean. The Board's written report will include:

1. a determination that a violation of this policy did or did not take place
2. a listing of its findings of fact
3. a summary of the written submissions of the parties
4. a summary of testimony at the hearing
5. a summary of evidence gathered during the investigation
6. the conclusions it has drawn from this material
7. its recommendations for action to be taken by the Dean.

The Board may recommend sanctions based on the severity of the offense.

Sanctions may include, but are not limited to, verbal reprimand, written reprimand, change in job responsibilities, suspension, discharge, and expulsion.

The Board and/or the Committee may, at their discretion, modify the Grievance Procedures depending on the nature of a particular complaint.

♦ Dean's Review - the Dean may accept or reject conclusions and/or recommendations of the Board. However, in the event the Dean does not accept either the Board’s conclusions or its recommendations, he/she will meet with the Board to discuss the reasons for the rejection before recording a final decision on the matter. The Dean will convey his/her decision in writing to the complainant, respondent and the Board.

Protection from Retaliation:
All individuals involved in registering a complaint, serving as representatives for the complainant or respondent, as witnesses, or on the Committee will be free from any and all retaliation or reprisal or threats thereof. This principle applies with equal force after a complaint has been adjudicated. Upon submission of a complaint or threat of retaliation, the Committee will review the facts and recommend appropriate action.

Re-Evaluation of Procedures:
The Committee will review the grievance procedures periodically. Proposed changes, approved by a majority of the Committee, must be reviewed and approved by the Office of the General Counsel before being implemented.

Student Mistreatment Guideline
Preamble
Icahn School of Medicine at Mount Sinai is dedicated to providing its students, residents, faculty, staff and patients with an environment of respect, dignity, and support. All members of the Icahn School of Medicine community are responsible for protecting student rights as specified in our Student and Faculty Codes of Conduct, the oaths we take, and institutional policy. Educators (defined broadly to include anyone in a teaching role, including faculty, residents, fellows, nurses, staff, and students) bear significant responsibility in creating and maintaining this atmosphere. As role models and evaluators, educators must practice appropriate professional behavior toward, and in the presence of, students, who are in a particularly vulnerable position due to the formative nature of their status. This guideline, therefore, supplements the institutional policy on harassment and grievances, will assist in developing and maintaining optimal learning environments, and encourages educators and students alike to accept their responsibilities as representatives of Icahn School of Medicine in their interactions with their colleagues, patients, and staff.

**Description of Mistreatment**

Mistreatment interferes with the learning environment, adversely impacts the student-educator relationship, and has the potential for disrupting patient care and research. Inappropriate and unacceptable behaviors promote an atmosphere in which mistreatment is accepted and perpetuated in medical education and training. While the perception of mistreatment may differ between individuals, examples of mistreatment of students include, but are not limited to:

- Intentional neglect or marginalization (e.g., ignoring, speaking down to, yelling at, ridiculing)
- Insults or inappropriately harsh language in speaking to or about a student
- Berating, belittling, humiliating, or intimidating behavior
- Threat of physical harm or physical punishment (e.g., hitting, slapping, kicking) Asking to perform personal services (e.g., shopping, babysitting, picking up food)
- Threat of receiving a poor evaluation/grade for reasons other than course/clerkship performance
- Threat of altering authorship on a publication for reasons other than proper contribution
- Disregard for patient or student safety by requiring a student to perform a procedure or engage in patient care without adequate supervision.
- Sexual harassment, including offensive remarks, being asked to exchange sexual favors for grades or other awards, or being subjected to sexual advances
- Discrimination or harassment based on age, race, color, language, religion, sex, sexual orientation, gender identity or expression, genetic disposition, ethnicity, culture, creed, national origin, citizenship physical or mental disability, socioeconomic status, veteran status, military status, marital status, being the victim of spousal abuse, or based on any other characteristic protected by law.

Such actions are contrary to the good will, trust, and compassion central to the learning culture and working environment in an academic medical center. These actions cannot be tolerated. The sources of mistreatment include, but are not limited to research, preclinical, and clinical faculty, fellows, residents, post-docs, nurses, allied healthcare workers, fellow students and patients.

**The Student Mistreatment Resource Panel**

- The School will form a student panel to (1) serve as a sounding board for students with concerns about mistreatment and (2) assist in school-wide education about this topic.

- Members of the panel will be elected by their peers annually.

- The Student Mistreatment Resource Panel will be comprised of:
  
  - One (1) medical student at the MS IV level*
  
  - One (1) medical student at the MS III level*
Panel members will:

a. Serve as a sounding board for students with concerns about mistreatment in the educational environment.

b. Assist in educating the Icahn School of Medicine community about mistreatment as outlined in the section entitled “Dissemination.”

c. Meet with the Dean for Medical Education, Dean of the Graduate School and other medical school leadership on a biannual basis at the end of each semester. At that time, the panel’s de-identified records will be reviewed in order to improve this guideline and/or the program. If the panel or Deans deem it necessary, additional meetings may be scheduled.

d. Update this guideline and programming based on the biannual review.

e. Sign a statement detailing their understanding of the expectation of confidentiality in dealing with mistreatment related concerns and agreeing to serve on the panel for a one-year term.

f. Recognize potential conflicts of interest: if a panel member has a potential conflict of interest that relates to a situation brought before the group (for example, a strong personal relationship with someone involved in the situation) the panel member must recuse himself or herself when the group learns about or discusses the situation. Likewise, a student bringing a situation to the panel may request that one of the members not participate if there is a potential conflict of interest. The student should make this request to the chair of the panel or the ombudspersons.

♦ One (1) member of the panel will act as secretary and maintain de-identified records which include but are not limited to:

a. All mistreatment concerns brought before the panel

b. Next steps taken on mistreatment concerns (i.e. sent to Grievance Committee, spoke to Dean, etc.)

All Student Mistreatment Resource Panel records will remain anonymous and only de-identified data will be presented at biannual review meetings.

♦ Student mistreatment concerns will be handled according to the following process:

a. Students may report a concern either in person directly to a student member of the panel or by emailing a member of the panel. The panel will meet to discuss the case. Depending upon the severity and complexity of the complaint, the panel may deem it necessary or desirable for the student to meet with the group in order for the panel to ask questions or make suggestions.

b. Depending upon the severity or complexity of the mistreatment, or at the request of the affected student, the panel may refer the case to an appropriate group or department at Icahn
School of Medicine. When this occurs, the Dean for Medical Education and/or Dean of the Graduate School will also be notified.

At any time during the process, if the panel becomes concerned about an immediate threat to the safety or well-being of the complainant, alleged aggressor, or any person at Icahn School of Medicine or in the community, the panel will notify the Dean for Medical Education and/or Dean of the Graduate School.

Dissemination
To promote a learning environment respectful of all individuals, Icahn School of Medicine will publicize the concern about student mistreatment and this panel’s existence across the institution. Education is a cornerstone in the prevention of student mistreatment. An on-going effort will be made to inform all individuals involved in student education about the appropriate treatment of students and of this guideline. To that end, the following notification mechanisms will be utilized:

♦ Medical Students: A discussion of mistreatment and our guidelines will occur each year during year, course, and clerkship orientations. Each course and clerkship director will include this guideline in their course and clerkship materials.

♦ Graduate Students: A discussion of mistreatment and our guidelines will occur during Orientation for first-year students.

♦ Faculty, Residents and Fellows: This guideline will be sent each year from the Dean’s office to all Course and Clerkship Directors and all MTA directors, who will help disseminate the guideline to those involved in medical student education.

Protection from Retaliation
Retaliation against individuals who bring forward complaints of mistreatment (including but not limited to adverse effects on student evaluation) is strictly prohibited and will not be tolerated.

Affirmative Action
It is the policy of ISMMS that all decisions regarding educational and employment opportunities and performance are made on the basis of merit and without discrimination because of race, gender, color, creed, age, religion, national origin, citizenship, disability, veteran status, marital status, sexual orientation, genetic predisposition, or any other characteristic protected by law. Sexual harassment is defined as a form of sex discrimination and, therefore, any sexual harassment at the school will constitute a violation of the medical school’s nondiscrimination policy.

In keeping with our continuing efforts to achieve a broadening of the representation of women and minority groups throughout the medical school, we have:

♦ Developed an Affirmative Action Program, which details actions designed to realize the School's commitment to equal educational and employment opportunities.

♦ Insured our compliance with Federal, State and Local laws and regulations implementing equal opportunity objectives by meeting the spirit as well as the letter of the law and contractual requirements.

We cannot over-emphasize our commitment to the realization of these goals. Every decision affecting faculty, house staff, fellows, graduate students, employees, and medical students and other members of the medical school community rests solely on demonstrably valid criteria of merit, competence and experience.

Additional information concerning Mount Sinai’s Affirmative Action Program, its interpretation and/or application may be obtained from the Affirmative Action Office located at 1245 Park Avenue, Ground Floor.

Alcohol and Drugs
The following statement describes the Icahn School of Medicine at Mount Sinai’s policy regarding substance abuse for all employees, which include faculty, administration, house staff, students, graduate students, fellows, bargaining and non-bargaining unit employees. The school has a significant interest in ensuring that the educational and work environment is free from the hazards to patients, employees, students, and visitors that are created due to the unauthorized use of alcohol, drugs, or controlled substances.

The illegal sale, manufacture, distribution, or unauthorized use of drugs or controlled substances off-duty whether on or off medical school premises or reporting to classes or clerkships under the influence of un-authorized drugs or controlled substances may constitute grounds for immediate dismissal.

The unauthorized use or possession of alcoholic beverages on medical school premises or reporting to School under the influence of alcohol also may constitute grounds for immediate dismissal.

The school may in its discretion take appropriate disciplinary action up to and including dismissal or termination from employment against anyone who has violated the above rules.

Any employee or student who is suspected of being under the influence of any alcoholic beverage or drug while on duty and who refuses to be medically evaluated or to release the results of such evaluation to the medical school (as employer) or appropriate administrative officer of the School will be relieved from duty and will be subject to disciplinary action up to and including dismissal.

The Drug-Free Workplace Act of 1988 requires ISMMS, as a Federal grant recipient and contractor, to certify that it will provide a drug-free workplace. This is accomplished by providing to each employee or student engaged in a federal grant or contract, a copy of the School’s Drug-Free Workplace policy and statement, and requiring that as a condition of employment under such a grant or contract the employee will:

♦ Abide by the terms of this Statement; and
♦ Notify the Director of Human Resources and Labor Relations or his/her designee of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction.

A Drug-Free Awareness Program has been established to inform all employees about the dangers of drug abuse in the workplace, The School's policy of maintaining a drug-free workplace, the available drug counseling, rehabilitation and employee assistance programs, and the potential penalties for drug abuse violations.

The Employee Assistance Program (EAP) offers professional guidance counseling and a referral service for substance abuse, as well as other concerns, to students, employees and their immediate families free of charge. For confidential information, contact EAP at (212) 241-8937.

**Alcohol Policy – Levinson Student Center**

The policy of the School of Medicine regarding alcoholic beverages in the Patricia and Robert Levinson Student Center is to maximize student utilization of the Center while assuring that clear policies are in place. Alcohol is permitted in the Student Center at events sponsored by student organizations or Departments within ISMMS under the following circumstances:

♦ A student-run organization that is recognized by Student Council is sponsoring the event.
♦ No student or guest under the age of 21 will be served or permitted to consume any alcoholic beverage. Alcoholic beverages are not sold at the event.
♦ Alcohol must not be taken out of the Student Center into other areas of Mount Sinai.
♦ Serving alcoholic beverages is always in the context of serving food and non-alcoholic beverages. A specific student (or students) is identified as responsible for the event.
♦ The responsible student will monitor the event so that anyone who is clearly intoxicated is not served any more alcohol.

♦ If a person has become intoxicated, steps should be taken to try and help the individual sober up prior to leaving the party.

♦ The responsible student monitoring the event must make certain that any person that has become intoxicated will not be allowed to drive. Cab fare should be provided, if necessary, or an escort should be provided to ensure that the person gets home safely.

♦ The Administrative Director of Student Affairs is notified in writing about the event at least one week in advance with the clear statement that alcoholic beverages are planned as part of the food and beverage service serving as the application for a permit.

♦ Funding for alcoholic beverages will not come from tuition resources or the Department of Medical Education budget.

There MUST be a written permission from the Event Coordinator of Student Affairs prior to the event. The person(s) responsible for the event must have the permit with them at the event. The Security Department will be notified that alcohol will be served at the event. Under no other circumstances should alcoholic beverages be used or available in the Levinson Student Center. Please contact the Event Coordinator of Student Affairs with any questions.

**Drug Testing**

All incoming students are required to undergo drug/alcohol screening. Subsequently, drug/alcohol testing may be requested of any student, at any time, including:

♦ When concerns about substance use issues arise.
♦ When any student returns from a leave of any kind.
♦ When a student self-reports a problem.
♦ Failure to undergo testing as requested will result in dismissal from the school.

Drug/alcohol testing is conducted both to provide an environment that is safe for our patients and that promotes the highest possible level of learning and professionalism in our students. While ISMMS maintains a drug-free workplace in compliance with federal regulations, it also strives to foster an atmosphere of openness about drug and alcohol related issues. Although people often have strong preconceptions about substance use and drug/alcohol testing, such testing is done out of concern for the well-being of our students and of their current and future patients.

**Family Education Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) of 1974 and its subsequent amendments afford students certain rights with respect to their educational records. Copies of this Act are available in the Office of the Registrar.

The Family Educational Rights and Privacy Act of 1974 and its subsequent amendments afford students certain rights with respect to their educational records. As detailed below, students have the right to:

♦ Inspect and review their education records.
♦ Seek amendment of their education records if they believe them to be inaccurate, misleading, or otherwise in violation of their privacy rights.
♦ Consent to certain disclosures of personally identifiable information contained in their education records.
♦ File complaints with the Department of Education concerning any alleged failure to comply with FERPA’s requirements.
Student Access Rights
All currently registered and former students of Icahn School of Medicine at Mount Sinai have the right to review and inspect their official education records at the School (including, for example, admissions and academic records prepared and maintained by the Registrar) in accordance with these rules. Students who wish to review their records should make an appointment with the Registrar. Access will be granted within 45 days from the receipt of the written request to inspect records.

Students have a right to a response to a reasonable request for explanations and interpretations of the student’s educational records. Students seeking explanations or interpretations of their educational record may make an appointment with the Associate Dean of the Graduate School or Associate Dean for Student Affairs-Medical Education, as appropriate based on the student’s program. If the Associate Dean is unable to provide a satisfactory explanation, the student will be referred to the Dean for Graduate Education or Dean for Medical Education, as appropriate.

Students may not copy records unless the failure to produce copies would prevent the student from exercising his/her right to inspect and review records. A copying fee will be charged.

• Limitation on Access – The Act limits a student's right to access information contained in his/her education records. Accordingly, the School need not permit students to view:

  a. Financial records, including information regarding the student's parent(s), such as parental tax forms and other parental records submitted in support of a student's financial aid application or claim of New York residence.

  b. Confidential statements and letters of recommendation placed in a student's file prior to January 1, 1975, provided that they are used for the purpose for which they were specifically intended.

  c. Confidential letters of recommendation placed in the student's file after January 1, 1975, if:

     i. The student has waived in a signed writing his/her right to inspect and review those letters (see below); and

     ii. The letters are related to the student's (i) admission to an educational institution; (ii) application for employment; or (iii) receipt of an honor or honorary recognition

  d. Records of instructional, administrative and supervisory staff which are in the sole possession of such personnel

  e. Records of professional and paraprofessional personnel which are created, maintained and used solely for the purpose of treatment and are disclosed only to individuals providing the treatment. The student has the right, however, to have such records reviewed by an appropriate professional of his/her choice.

  f. Icahn School of Medicine at Mount Sinai does not require students to waive their right of access to educational records as a condition for admission to the School, for receipt of financial aid or other services or benefits from the School, or for any other purpose. Under certain circumstances, however, a student may wish to waive his/her right of access to confidential letters of recommendation. A student may do so by signing a waiver form. In this event, the student will be notified upon request of the names of persons making such recommendations and the recommendations will be used solely for the purpose for which they are intended. A waiver may be revoked in writing with respect to actions occurring after the revocation. Waiver forms are available in the Registrar's Office

  g. Amendments and Hearing Rights – If a student believes that his/her education records contain information that is inaccurate, misleading, or in violation of the student’s rights of privacy, he or she may ask the School to amend the record. Requests for amendments shall be directed to the Registrar, who will respond to the request within a reasonable time. If the
request is denied, the student will be notified of his/her right to appeal that decision as specified below.

h. When the request for an amendment is denied, the student may request a hearing to challenge the content of the record on the grounds that the information contained in the record is inaccurate, misleading or in violation of the student’s privacy rights. Requests for hearing must be submitted in writing to the Associate Dean for Graduate Education or the Associate Dean for Student Affairs – Medical Education (as appropriate) within 10 days of receiving the Registrar’s response denying a request for amendment as discussed above.

♦ Hearing –

a. The hearing will be held before the Dean for Graduate Education or the Dean for Medical Education, as appropriate.

b. A hearing will be held within a reasonable time after receipt of the request for hearing. The student will be given notice of the date, time, and place of the hearing.

c. The student shall have a full and fair opportunity to present evidence relevant to show that the information at issue is inaccurate, misleading, or violates the student’s privacy rights. The student may be assisted or represented by an individual of his/her choice, including an attorney. The role of attorneys, however, may be limited at the discretion of the Dean hearing the case.

d. The decision, which shall include a summary of the evidence presented at the hearing and reasons for the decision, shall be rendered in writing within 15 business-days after the conclusion of the hearing. This hearing will relate only to whether the student's record is inaccurate, misleading, or otherwise in violation of the privacy of the student, with the decision based solely on evidence presented at this hearing. The hearing cannot determine whether a higher grade should have been assigned.

If it is determined after a hearing that the record in question should be amended, the Registrar will take appropriate steps to amend the record and will so notify the student in writing. If it is determined that the record is not inaccurate, misleading, or otherwise in violation of the student’s privacy rights, the student shall be informed of his/her right to place a statement in the record commenting on the contested information in the record or stating why the student disagrees with the School’s decision not to amend the record. This statement will be maintained as part of the record and will be disclosed whenever the part of the record to which the statement relates is disclosed.

All students have the right to file complaints to the Senior Director of Enrollment Services and Student Information concerning alleged failures by the School to comply with the requirements of the Act.

♦ Release of Personally Identifiable Information –

a. Disclosures with consent

i. To student shall provide a signed and dated written consent form before the School will disclose personally identifiable information from the student’s educational record. The consent must (i) specify the records that may be disclosed; (ii) state the purpose of the disclosure; and (iii) identify the party or class of parties to whom disclosure may be made.

ii. When a disclosure with consent is made the School will, upon the student’s request, give him/her a copy of the records disclosed.
b. **Disclosures without consent** - The Act permits the School to disclose personally identifiable information from the student's education records without the student's consent under any one of the following circumstances:

i. To an official or duly constituted committee of Icahn School of Medicine at Mount Sinai that requires access in connection with legitimate educational interests, including, but not limited to matters of financial aid, promotion, or consideration for election to the Lambda Chapter or Alpha Omega Alpha or other honors.

ii. To officials of another school where the student seeks or intends to enroll. Copies of records will be made available upon request.

iii. Disclosures in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as (i) to determine eligibility or conditions for the aid; (ii) to determine the amount of the aid; or (iii) to enforce terms and conditions of federal, state or private regulations governing such aid.

iv. Pursuant to a judicial order or valid subpoena. In certain cases, specified by law, the School will make a reasonable effort to notify the student of the order or subpoena in advance of the compliance therewith.

v. In connection with certain types of litigation between the School and the student.

vi. To parents of a dependent child as defined by the Internal Revenue Code.

vii. In a health or safety emergency, where disclosure is necessary to protect the health or safety of the student or other individuals or as otherwise provided by FERPA.

viii. In a directory, as set forth below.

ix. To an alleged victim of a crime of violence, where the information disclosed is the final results of School disciplinary proceedings with respect to the crime or offense.

x. Disclosure in connection with certain disciplinary proceedings.

xi. Certain disclosures to parents of a student regarding the student’s violation of any federal, state or local law, or any rule or School policy governing use or possession of alcohol or controlled substances.

xii. To authorized federal, state or local officials and to accrediting bodies of the School.

The School will maintain a record of each request for access and each disclosure of personally identifiable information from educational records as required by FERPA regulations.

The School will make a reasonable attempt to notify the student of disclosures made pursuant to Section 1(a) and 1(c-l) above. Upon request, the School will give the student a copy of the record disclosed. A student has a right to a hearing to challenge certain disclosures consistent with the procedures outlined above.

◆ **Directory Information** –

The Icahn School of Medicine at Mount Sinai has designated the following information from a student's education record as "directory information," which may be disclosed under FERPA without the student's permission:

a. Name

b. Student Address Student Phone Number

c. Degree Program(s) & Major Field of Study Degree(s) Earned and Date(s)
d. Dates of Attendance

e. Full-/Part-Time Enrollment Status

f. Parent’s Names

g. Parent’s Address Parent’s Phone Number

h. Academic Awards and Honors

i. Icahn School of Medicine email address Prior Postsecondary Institution(s) Attended Photograph/Digitized Image

j. Participation in officially recognized Icahn School of Medicine activities

Students’ contact information is included in the student directory and published through BlackBoard.

♦ Preventing Disclosure of Directory Information

The Icahn School of Medicine at Mount Sinai and the Office of the Registrar will exercise discretion in the release of all directory information. In addition, Icahn School of Medicine at Mount Sinai does not release or sell directory information to any outside entity for commercial, marketing or solicitation purposes.

♦ Records Kept by the Institution –

a. Admissions Files

   i. Application form
   ii. Supplemental form
   iii. Transcripts
   iv. Letters of Recommendation
   v. Acceptance Letters
   vi. Medical College Admission Test Scores

b. Academic Files (Registrar)

   i. Transcript of grades at Icahn School of Medicine Course, clerkship, elective and other evaluations
   ii. Qualifying Exam Outcome
   iii. Thesis Documentation
   iv. National Board Scores Shelf Scores
   v. Dean's Letter
   vi. Correspondence and internal communications pertaining to academic and other matters.

c. Financial Aid Records

   i. Application
   ii. FAFSA Forms
   iii. NeedAccess Forms
   iv. Student and Parent(s) Tax and Income Information
   v. Proof of Citizenship
   vi. Draft Status
   vii. Drug Conviction Information (if any)

d. Financial Aid Records

   i. Record of Receipt of all Loans and Scholarships
   ii. Record of cash paid and date paid
Academic Records are only those that pertain to official files kept in perpetuity in the Office of the Registrar.

- Information Sharing and Confidentiality –
  Icahn School of Medicine recognizes that confidentiality is very important to students. It is a basic right and privilege and we believe that the issue of confidentiality is part of the trust that we expect and value among students, teachers and administrative personnel. The following clarifies the protection of information related to students:

- Information Sharing and Confidentiality –
  a. Health Information
    i. All student health information is protected information. There should be no sharing of information except as provided by HIPAA for the care of the student as patient. Teachers, administrative personnel and deans may not receive health information from students’ health care providers except as provided by HIPAA.
    
    ii. There is certain information that hospitals and health care facilities require as a condition of employment. That information includes PPD, immunizations, and in some cases evidence of toxicology results. Students will be informed that that information is being shared as obtained by Student Health as composite data (we only know who does not comply with completing this information and then would deny clinical privileges but do not know the exact results).
    
    iii. Toxicology screening is an institutional requirement. Any positive result will be reviewed by senior administrative representatives of the Deans (Graduate School and School of Medicine). The school may require a toxicology screen from any student at any time without need for a stated reason. Failure to comply with toxicology testing in the timeframe required will result in dismissal from school.
    
    iv. There are times when the Administration may ask a student to comply with an Administrative Psychiatric evaluation. When it is decided that such an evaluation is necessary, the student will be informed and will be apprised of the list of questions that will be sent to an administrative evaluator (usually a psychiatrist). Students do not have the option to decline such an evaluation when required and would be dismissed from school if they fail to comply. The information referred back to the School will be discussed with the student and will remain in the student’s file which can only be opened by a Dean or his official representative or if requested as a legal document.
  
  b. Academic Information
  Academic information is maintained by the School Registrar.
  i. Students have access to their academic file for review but will not be given copies of their file.
  
  ii. The Registrar will not permit dissemination of the file information without the signed consent of a student unless required by law in accordance with FERPA Policy.
  
  iii. Current teachers and clerkship directors do not have access to the student file, only deans and student affairs personnel in the School of Medicine may access the file.
  
  iv. Any student wishing to review their file may do so in the presence of the Registrar or Dean’s Designee coordinated through the Registrar.
  
  c. Other information
If a student seeks counsel from a director, dean, teacher or ombudsman that information should remain confidential between the student and that individual.

i. Any plan to discuss information (e.g., Office of Student Affairs Representative or Program Director with one of the Dean’s) should be with the student’s knowledge and consent.

ii. Exceptions to this confidentiality include concerns about the safety of the student, someone related to the student, or the student’s dependent. Safety concerns include suicidal ideation, homicidal ideation, harming another individual substance dependency, behavioral or health concerns that may affect the student or others.

Campus-Wide Policies, Regulations, and Requirements

Introduction

In accordance with the requirements of the Education Law of the State of New York, the Trustees of The Icahn School of Medicine at Mount Sinai have adopted rules for the maintenance of order and have established a program for their enforcement:

Rules of Conduct

♦ All members of the School community, including faculty, students, organizations, members of the staff of the School, and all visitors and other licensees and invitees, are expected to obey all national, state and local laws.

♦ All members of the School community are prohibited from conduct which is proximate cause of or does unreasonably and unduly impede, obstruct or interfere with the orderly and continuous administration and operation of the School in the use of its facilities and the achievement of its purposes as an educational institution, or in its rights as a campus proprietor. Such conduct shall include, but is not limited to, that which is the actual or proximate cause of any of the following:

a. Unreasonable interference with the rights of others;

b. Intentional injury to School property;

c. Unauthorized occupancy of classrooms, laboratories, libraries, faculty and administrative offices, patient care facilities, auditoriums, public halls and stairways, recreational areas and any other facilities used by the School (unauthorized occupancy being defined as failure to vacate any such facility when duly requested by the Dean, an Associate Dean, Assistant Dean, Hospital Administrator of similar responsibility or chair of a department of the School);

d. Malicious use of or intentional damage to personal property, including records, papers and writings of any member of the School community;

e. Any action or situation which recklessly or intentionally endangers the mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization

Violations of these policies and regulations by students shall be referred to the Dean of the Graduate School. Students in violation may be expelled in addition to any other criminal or civil penalties.

Nothing contained in any of the foregoing Rules and Regulations is intended to nor shall it be construed to limit or restrict freedom of speech or of peaceful assembly, or other individual rights guaranteed by the Constitution.

Student Behavior

The administration and faculty of the School are committed to providing a safe and healthy learning environment for all students. Students should conduct themselves appropriately everywhere on the campus of ISMMS, and at affiliated institutions. Appropriate behavior is mandatory when participating in patient care or attending any functions at which patients may be present. In small
group seminars, as well as during clinical activities, students are evaluated not only on their fund of knowledge and ability to use this knowledge but also on their responsibility, dependability, reliability, maturity, motivation, attitude, honesty, integrity, and ability to relate and interact effectively with others.

Equally important, however, is the realization that one's responsibilities do not end with individual behavior but also include not tolerating inappropriate behavior among others. While formal mechanisms, outlined in other sections, exist to provide due process for any specific allegations of inappropriate behavior, general issues should be able to be discussed freely among peers, faculty, and administration. Concerns requiring confidentiality should be discussed with the Dean of Graduate School, individual faculty advisors, or through the School’s Ombudsman Program.

**Faculty, Staff, and Student Relations**

Just as students are expected to behave in an appropriate and professional manner at all times, so also are faculty, staff, and other employees. Any allegations concerning harassment, abuse, or inappropriate professional behavior should be brought directly to the attention of one of the Associate Deans of the Graduate School or to a member of the Harassment Committee and Grievance Board.

The Executive Faculty has approved the following statement of principles concerning interactions among faculty, house staff, and students.

All interpersonal interactions at ISMMS will be conducted in an atmosphere of respect and concern for the dignity of every individual. Under no circumstances will patients, students, faculty, or staff of Mount Sinai be treated, spoken to, or spoken about in a demeaning manner. Insulting language or behavior must not be tolerated. Faculty, house staff, and students are encouraged to speak up directly and immediately against unacceptable behavior or speech. If a student feels that it would be unwise to pursue such a matter directly, s/he should discuss the issue promptly with an appropriate academic supervisor, administrative supervisor, or dean.

Following are recommendations regarding the implementation of these principles:

- Chairs of all departments will address these issues at a departmental administrative meeting or grand rounds every year.
- Directors of training and course directors are encouraged to discuss (in a non-threatening format), with faculty and house staff, the etiology of inappropriate behavior and engage their collaboration in developing and implementing improvements.
- Directors of training and course directors will ask for student evaluations of this aspect of their experience as part of their evaluations with every group of students.
- Faculty and house staff will be advised that while appropriate personal behavior is absolutely necessary, it is insufficient. It is also required that inappropriate behavior or language on the part of others must not go without comment.
- The Dean will issue an advisory regarding this policy to all faculty, house staff, and students. New members of the faculty, house staff and student body will be given copies of this advisory.
- The Executive Curriculum Committee will periodically assess students' experiences to gauge the effectiveness of this initiative.

**Icahn School of Medicine at Mount Sinai Social Media Guideline**

Social media are internet-based applications, which support and promote the exchange of user-developed content. Some current examples include Facebook, Twitter, Wikipedia, and YouTube. Posting personal images, experiences and information on these kinds of public sites poses a set of unique challenges for all members of the Mount Sinai community, including employees, faculty, house staff, fellows, volunteers and students (collectively “Personnel”). All personnel have responsibility to
the institution regardless of where or when they post something that may reflect poorly on Mount Sinai. Mount Sinai is committed to supporting your right to interact knowledgeable and socially; however, these electronic interactions have a potential impact on patients, colleagues, Mount Sinai, and future employers’ opinions of you. The principal aim of this Guideline is to identify your responsibilities to Mount Sinai in relation to social media and to help you represent yourself and Mount Sinai in a responsible and professional manner.

The full Guideline may be found in the Faculty Handbook at the following URL:

[URL]

Acceptable Use of Technology Policy
Acceptable Use of Technology Policy (Updated April 6th, 2015) v.3.5

Overview
The Icahn School of Medicine at Mount Sinai (ISMMS) expects that all persons who use school computing hardware, software, networking services, or any property related or ancillary to the use of these facilities will abide by the following policy statement:

School information technology resources are provided with the expectation that the school community will use them in a spirit of mutual cooperation. Resources are limited and must be shared. Everyone will benefit if users avoid activities that cause problems for others who use the same system.

Any access to or sharing of protected or confidential information must comply with Mount Sinai Health System policies, including HIPAA, the Family Education Rights and Privacy Act, and the appropriate use of technology guidelines defined in this document. Remember that compliance begins by being aware whether your communication could contain protected or other confidential data and by taking the appropriate steps to secure such content. Your responsibilities within the Mount Sinai Health System extend to a variety of other forms of daily communication, including public areas, telephone use, texting, and social media technologies.

All hardware, software, and related services are supplied by the school for the sole purpose of supplementing and reinforcing the school’s educational, research, and clinical goals as set forth in the student and faculty handbooks and other mission statements of the school. These documents may be found elsewhere

Use of Hardware and Software
We expect that all students, faculty, and employees will use only the provided hardware, software, or services which they are authorized to use.

All hardware devices using school or hospital email, file, or collaboration services, including personal laptops, must be encrypted, while AirWatch Mobile Device Management (MDM) must be enabled for personal smartphones. Thumb drives or any storage devices that contain protected health information (PHI) or other confidential information must also be encrypted. For more information or support, please contact the Academic IT Support Center (1.212.241.7091, email: ASCIT@mssm.edu).

- Individuals may not extend their use of the resources described for any purpose beyond their intended use or beyond those activities sanctioned in school policy statements.
- In particular, no one may use hardware and software:
- To acquire personal profit or gain
- To harass, threaten, or otherwise invade the privacy of others
- To initiate or forward email chain letters
To cause breaches or disruptions of computer, network, or telecommunications systems
To initiate activities which unduly consume computing or network resources
To transmit sensitive or proprietary information to unauthorized persons or parties

It is a specific violation of these guidelines to provide account passwords to individuals who are not the owners of the accounts or to obtain passwords to or use others’ accounts.

It is against this policy to copy or reproduce any licensed software or media, except as expressly permitted by the license. Unauthorized use or distribution of software, media, or digital content is a violation of this policy.

Individuals who violate the aims of this policy will be subject to disciplinary action or to referral to law enforcement authorities without prior notification of those who have sent or received such messages. ISMMS IT personnel are authorized to monitor suspected violations and to examine items stored on any school storage medium by individuals suspected of violating this policy.

Web and Data Storage
Access to the Internet is provided as a communications tool and an information resource to facilitate the performance of job- or academic-related functions. This policy applies to any Internet service accessed on or from a Mount Sinai Health System facility, provided by the school, accessed using school-owned equipment, or used in a manner that identifies the individual with the ISMMS or Mount Sinai Health System. The Mount Sinai Health System reserves the right to review any information, files, or communications sent, stored, or received on its computer systems.

Inappropriate use of the Internet may result in loss of access privileges and in disciplinary action up to and including dismissal. Students, faculty, and employees are prohibited from using Mount Sinai Health System-provided Internet services in connection with any of the following activities:

- Engaging in illegal, fraudulent, or malicious conduct
- Working on behalf of organizations without a professional or business affiliation with the Mount Sinai Health System
- Sending, receiving, or storing offensive, obscene, or defamatory materials
- Obtaining unauthorized access to any computer system
- Using another individual’s account or identity without explicit, written authorization
- Attempting to test, circumvent, or defeat the security or crediting systems of the Mount Sinai Health System or any other organization without prior authorization from Information Management Systems and Services/Security and Corporate Data Administration (IMSS/SACDA) or ISMMS IT
- Any use or activity that impedes Mount Sinai Health System operations

Cloud Storage
Users of school-provided cloud services, such as Google Apps for Education and Box.com, have the ability to share files with colleagues within or outside the Mount Sinai Health System for academic collaboration purposes. Students, faculty, and employees must not, under any circumstances, share unencrypted files containing PHI or other confidential information with colleagues outside the Mount Sinai Health System. As mentioned, compliance begins by being aware of the data that you are generating and by following appropriate steps to secure such content if it contains protected or other confidential information.

Email and Collaboration Technology Usage
Email and collaboration technologies, including Google Apps for Education, are provided to assist and facilitate scholarly communication and collaboration. These technologies are provided for official business and educational use in the course of assigned duties. The school reserves the right to access and disclose all messages sent over its electronic mail systems for the purposes of monitoring security breaches and investigating inappropriate usage as defined in this policy. The Mount Sinai Health System is obligated to comply with legal subpoenas, court orders, and similar lawful requests from external regulators or authorities.

Inappropriate use of email and/or collaboration technology may result in loss of access privileges and disciplinary action up to and including dismissal. Inappropriate use includes but is not limited to:

- Unauthorized attempts to access others’ email accounts
- Transmission of protected and/or confidential information to unauthorized persons or other organizations
- Transmission of obscene or harassing messages to any other individual
- Transmission of offensive material, solicitations, or proselytization for commercial ventures, religious or political causes, or other non-job-related solicitations
- Any illegal, unethical, or other activity that could adversely affect the Mount Sinai Health System

Protected Health Information, FERPA, and Other Confidential Information

All hardware devices, including bring your own devices and personal laptops, on which school email, file, or collaboration services are used must be encrypted. AirWatch MDM must be enabled for personal smartphones. Thumb drives or any storage devices that contain PHI data must also be encrypted. For more information or support, please contact the Academic IT Support Center (1.212.241.7091, email: ASCIT@mssm.edu). Students, faculty, and employees are responsible for ensuring that their devices are password enabled and encrypted.

The key points of the above policies are as follows:

- You may use only your ISMMS email account to communicate protected or confidential information. Emails containing PHI, financial information, or other confidential ISMMS information and/or social security numbers may not be sent or redirected to non-ISMMS email accounts.
- The minimum necessary amount of PHI should be disclosed via email. When at all possible, use the Medical Record number, rather than the patient name, as the patient identifier.
- Messages that leave the Mount Sinai Health System network and contain PHI or other confidential information must be encrypted using the ISMMS IT-approved solution described as follows.
- Messages sent within the Mount Sinai Health System network are automatically encrypted.
- Encryption will not prevent misdirection or unintended forwarding of a previous string of emails. Extreme caution must be exercised to prevent such risks. Be aware of the content that you generate.

Secure Messaging and Encryption

In addition to ensuring that your device is encrypted (see above), you must select an email encryption option if you are sending PHI or other confidential information to an external recipient.
Activating the email encryption option:

- For Microsoft Exchange users, include the word [secure] within square brackets in the subject line of the message. The recipient will be asked to self-enroll when the message is opened. The secure send mechanism can be used in any email client (e.g., Outlook, Outlook Web Access, smartphone).

- For Google Apps users, install the Virtru add-on to the browser and/or device (go to http://www.virtru.com for instructions). When composing a message, select the “Virtru Protection is on” option.

Spam and Inappropriate Use of Messaging Tools
ISMMS systems, including email, are intended for official business use. Inappropriate use may result in disciplinary actions and loss of access privileges. Unsolicited mass emailing of materials not related to school business is considered spam and may result in the loss of access privileges.

Student Privacy, Secure Email, and Phishing
Please remember to take care when opening attachments or following links contained in email messages. Verify with the sender of the message if you receive an unexpected attachment or an email that contains suspicious links. Be especially cautious of emails that have been quarantined. Unless a quarantined message is correspondence that you are expecting, do not release the email.

Please also take care with any messages that ask you to provide private information (e.g., birthdays, social security number, credit card numbers, user account passwords). These messages might actually be phishing attempts by persons pretending to be from legitimate companies or organizations. If you have any doubts, contact the party requesting the information for confirmation. Users should not rely on the contact information contained in the email but use the contact information typically found on the company website or on the back of a bank or credit card.

Attestation
I understand that by receiving ISMMS network and Internet access to email and library resources, I agree to abide by all institutional policies related to use of the ISMMS systems to access the Internet, email, and all other computer and network resources.

I acknowledge receipt of these policies and understand that they might be changed, and I will abide by these changes as reflected on the ISMMS website or received via other forms of communication.

I understand that I am responsible for all actions performed from my computer account. I further understand that, in the course of my work, I may be given or otherwise gain access to confidential or privileged information related to this or other institutions, ISMMS students or employees, or other individuals or groups. I will respect the confidentiality of all information to which I have access and neither divulge information without appropriate consent nor seek to obtain access to confidential information to which I am not entitled.

For more information or support, please contact the Academic IT Support Center (1.212.241.7091, email: ASCIT@mssm.edu)

Icahn School of Medicine at Mount Sinai Policy on Business Conflicts of Interest
Mount Sinai Medical Center has an obligation to ensure that its trustees, faculty, employees and other staff and students adhere to the highest standards of ethical conduct free from any improper external influence or any appearance of impropriety. Situations can occur in which an independent observer might reasonably conclude that the potential for individual or institutional conflict could influence the manner in which individuals carry out their responsibilities or the decisions made by the institution. Even in the absence of an actual conflict of interest, such situations may require actions to minimize the appearance of a conflict.
At the same time, Mount Sinai understands that such individuals and their close family members may have relationships that could raise perceived or actual conflicts of interest, but could benefit Mount Sinai if carefully examined and properly managed.

In order to safeguard the integrity of both Mount Sinai and its constituents, Mount Sinai has adopted a rigorous conflicts policy predicated on full disclosure and appropriate management of any possible conflict of interest. This Policy on Business Conflicts of Interest (the “Policy”) identifies those persons or entities covered by this Policy, sets out the requirements for disclosing potential business conflicts of interest, and specifies the procedures for reviewing such disclosures and determining what measures, if any, should be instituted to manage the conflict.

This Policy is intended to cover conflicts that arise out of business relationships. Mount Sinai has related policies that cover other types of conflicts, such as Mount Sinai’s Policy on Financial Conflicts of Interest in Research and its Policy regarding Financial Relationships with Outside Entities.


**Student Intellectual Property**

For information pertaining to intellectual property developed by students, please refer to the Mount Sinai Innovation Partners’ website. Specific information can be found in the FAQ section by following the URL below.

http://ip.mountsinai.org/formssm/resources/student-faqs/
CHAPTER 2 – Introduction to the Programs of Study

The Graduate School of Biomedical Sciences is an integral part of The Icahn School of Medicine at Mount Sinai. In recent years ISMMS has significantly expanded its clinical and basic science research faculties with concomitant increases in research space and shared research facilities. Coinciding with these exciting changes, we are in a phase of expansion of the Graduate School with increased training areas, degree programs, and student populations. This growth will sustain our continuing mission to discover and apply these new discoveries toward the development of insights into human disease, of new therapies, and preventive strategies.

Towards this mission, we offer degrees in the following programs of study.
Ph.D. Program in Biomedical Sciences or Neuroscience

Our students are at the heart of these investigative activities as partners in the work, whereby they receive the most significant part of their doctoral training in a mentor-student relationship leading to the PhD dissertation. This research centerpiece of their training is preceded by a period of exploration of the Graduate Faculty and Multidisciplinary Training Areas (MTAs) in a year of core courses, special seminars/journal clubs and laboratory rotations. It is further enhanced by an individualized program of advanced coursework within one of eight Multidisciplinary Training Areas, a format that is at the cutting-edge of modern science research training.

Doctoral students may enter the PhD or MD/PhD Programs without a formal commitment to a particular MTA. This allows their initial exploration of potential research mentors and areas of concentration to remain fully open to changes in their interests as they participate in the General Program Requirements and learn about new areas of research through their seminars, journal clubs and laboratory rotations. Students with well-defined interests are encouraged to focus their rotations within the realm of that interest even before any written commitment to a particular dissertation advisor or MTA. (See Chapter 3 for details regarding rotations.)

After the rotation period, students are expected to: 1) formally choose a research mentor; 2) decide on the Multidisciplinary Training Area if he/she has not already done so. The MTA will be the student’s area of focus for his/her advanced coursework, journal clubs and seminars; and 3) choose three members for an Advisory Committee with whom they will be meeting at least once each semester to assess progress.

All students must be full-time. All students are required to develop a research project, under the supervision of one or more faculty members, which results in a thesis that reports the new findings, and is presented, defended and deposited. The choice of the research laboratory, through a series of laboratory rotations (BSR 1006 and BSR 1007) and academic credit for the thesis project (BSR 8000 and BSR 9000) are part of each student’s academic program. The maximum time limit for completing all requirements for the PhD degree is seven years. PhD students must defend and deposit the dissertation by June 30 of the seventh year in the Program. Students who do not deposit by April 15 will not be eligible to receive their degree in the May graduation ceremony. To participate in the graduation ceremony, students will be expected to have successfully defended before the graduation ceremony.

The PhD degree is granted either in Neurosciences or in Biomedical Sciences by the Icahn School of Medicine at Mount Sinai.
MD/PhD Program

The MD/PhD Program is designed for students interested in careers in medical research and academic medicine and offers them the personalized training needed to become successful physician-scientists.

Students entering into the dual degree program take graduate-level Core courses during their first year of their MD/PhD phase. They participate in a special Biomedical Sciences (BMS) for MD/PhD core designed to build upon some themes presented in the medical school curriculum and taught at a graduate school level. First year MD/PhD students also begin other portions of their Graduate Program: Laboratory Rotations and Problem Solving in Biomedical Sciences (PSBS) during the summer. Students are required to participate in the monthly dinnertime Medical Scientist Grand Rounds (MSGR), in which a research presentation by a senior student is supplemented with a related clinical case presentation and a panel discussion of the research and clinical case. MD/PhD students take most other elements of the initial Medical School curriculum and thus forge bonds with their MD program classmates. The Laboratory Rotations (summers before MD1 and MD2, typically 2 or 3 rotations) help guide MD/PhD students toward an optimal choice of dissertation advisor and MTA. The minimum rotation period is five weeks of full-time work. Students are expected to formulate a decision on their choice of a dissertation advisor by March 1 of the second year in the program with permission of the MD/PhD Program Director. The rotation work is graded Pass/Fail as a 4-credit component of the Graduate School course. Students are expected to present each of their rotation experiences to their MD/PhD peers and MTA directors at the end of summer. For those rotations, MD/PhD students should utilize the standard Rotation Agreement and Evaluation forms. The signature of the MD/PhD Program Director is required for the Rotation Agreement and Dissertation Advisor forms.

MD/PhD students complete a PhD in Biomedical Sciences. The PhD work is ordinarily completed during the three to four years after the initial two years of the Medical School and Graduate School coursework. All students must complete the Responsible Conduct of Research (RCR) and Rigor and Reproducibility (R&R) courses and must satisfy the Biostatistics and appropriate Advanced MTA course requirements. The student will complete the final clinical training component of the Medical School curriculum after the doctoral dissertation has been successfully completed. During the PhD phase, students will build upon the pathophysiologic and clinical diagnosis material already mastered through continued clinical exposures. Under special circumstances and with the approval of the MD/PhD Program Director, students may initiate PhD research after the first year of medical school or may elect to complete the first three years of medical school before initiating the PhD phase of their training.
Clinical Research Education Program

The Clinical/Translational Research Training Programs of The Graduate School of Biomedical Sciences are designed to foster the development of future leaders in patient oriented research. These training opportunities are intended to develop critical thinking necessary to conduct innovative hypothesis driven, independent and collaborative clinical/translational scientific research, in an effort to improve patient care and the wellbeing of society. In particular, we hope to enhance the research opportunities of clinical scientists as well as the ability of basic scientists to better position themselves to translate the promise of their respective discoveries into the clinical arena in a meaningful way with significant impact.

A rigorous curricular foundation designed to promote an in depth understanding of research methodologies and processes essential to translating the promise of scientific discovery into solving problems of disease is central to these educational initiatives, and forms the basis of our Certificate Program, Master of Science in Clinical Research, and Ph.D. in Clinical Research. For complete program description and application materials, please visit the website at: http://icahn.mssm.edu/education/graduate-school/degrees-and-programs/clinical-research-education
Master of Science in Biomedical Informatics

Biomedical informatics uses computer technology to manage biological and clinical information. It combines mathematics, science, and engineering to explore and understand biological data from high-throughput experiments, such as genome sequencing and gene expression chips. The Icahn School of Medicine at Mount Sinai has long used informatics to improve the quality of patient care in our hospital, advancing our basic science and translational research. Our program is a unique blend of practical computational and data analytic skills applied to real-life biomedical challenges. We offer four areas of concentration: genetics and genomics sciences, structural and chemical biology, systems biology, clinical and translational informatics -- allowing students to develop an advanced understanding of biomedical science.

To graduate, students complete 45 credits. Ten of these credits are earned by working on and completing a capstone project. The capstone project consists of work in a research or clinical field at Mount Sinai or at an industrial partner. The capstone projects and courses are designed to provide our students with a practical approach to education that focuses on tackling biomedical questions with relevant computational and data analytic skills.
Master of Science in Biomedical Sciences

The Master of Science in Biomedical Sciences program takes advantage of the multidisciplinary research education programs on our campus, the commitment to translation of fundamental findings in basic biomedical sciences to applications in the prevention of disease and novel therapies for disease, and the commitment to prepare students to contribute to various aspects of the biomedical enterprise. This program responds to the recognized need for generalist graduate study in the medical sciences to provide students with the background essential to pursue a variety of careers in the health professions, whether in doctoral programs in research and/or clinical medicine or for employment in the pharma/biotech sector.

The MS in Biomedical Sciences is a full-time course of study requiring 45 credits. The first year will ensure mastery of fundamental core concepts in contemporary cellular and molecular biomedical sciences, application of statistical principles to experimental design and data analysis, responsible conduct of research, and critical analysis and presentation of primary research literature in the biomedical sciences. Academic tracks have been defined that allow students to optimize their coursework for their career plans. In addition, a significant amount of time will be spent doing research in a laboratory, which will have been carefully chosen in consultation with the Program Director. Course work in the third term will be devoted to advanced elective study in the student's chosen area of interest as well as continued work on a research project, which will form the basis for a Master's thesis.

Students in this program will be taught together with incoming first-year PhD students in their core courses and will be integrated into the total academic and social environment of the Graduate School of Biomedical Sciences. The program is intended for students who are not ready to make a 5-year commitment to obtain a PhD or who need to bolster their competitiveness for MD or MD/PhD programs and who value structured advanced education and research training in the biomedical sciences. We expect that students will be able to complete degree requirements in 3 terms, with an option to continue their research for a fourth term without additional tuition payments.

Students will pursue research under the tutelage of a mentor. Selection of a research laboratory and mentor occurs during the first month in the program and the choice is finalized no later than October 1.
Master of Science in Biostatistics

The Master of Science in Biostatistics program provides students with the fundamental skills required for conducting high-quality clinical and translational research. The curriculum emphasizes strong quantitative training, critical thinking skills, and practical strategies for addressing complex challenges of clinical research.

The Theory and Methods Track is aimed at students whose goal is to work as biostatisticians or data analysts in a clinical, research, or industry setting. It can also be used as a stepping stone to pursuing a PhD in Biostatistics or Epidemiology.

Applicants do not need to have a background related to a health or clinical field, but strong quantitative experience is preferable. The Clinical Applications Track is designed for clinical and translational investigators who want to acquire knowledge of quantitative methods in clinical research. A strong quantitative background and a degree in Medical Sciences (MD, DDS, DMD, ND or DO) is required to apply to this track. Each track in the program consists of at least 34 credits and must be completed in one full-time year. There are two parts: a course requirement and a capstone requirement.

Course Requirements
For the Theory and Methods Track, at least one college-level linear algebra course and two semesters of college-level calculus, all with a grade of B or higher, are required. For the Clinical Applications Track, at least one semester of college-level calculus and one college-level linear algebra course, with a grade of B or higher, are required, and applicants must be clinical professionals. If an applicant hasn’t yet taken a college-level linear algebra course as an undergraduate, upon acceptance to the program, they will have to successfully complete this course prior to enrollment.

Capstone Overview
The capstone-related lectures and projects will:

Engage students in important discourse surrounding data management and research ethics

Challenge students to turn conceptual research questions into testable hypotheses and to determine the appropriate analytic testing methods

Provide students with the opportunity to shadow Biostatistics faculty mentors in the Center for Biostatistics consultation service

Additionally, students will learn how to create appropriate study design-related and methodological solutions to cutting edge, real-world research questions. Students will conduct advanced preliminary analyses under the guidance and supervision of their mentors. At the end of the Spring II term students will communicate their findings to an institution-wide audience at an MS in Biostatistics Capstone Symposium.
Master of Science in Genetic Counseling

The Genetic Counseling Program is a 21-month, full-time course of study designed to train future genetic counselors through intensive coursework and a variety of clinical placements.

The Program is sponsored by Mount Sinai’s Department of Genetics and Genomic Sciences, a large multidisciplinary center providing clinical and laboratory services to a wide range of patients and families. The faculty is on the forefront of research in the diagnosis and treatment of genetic disorders and has proven a commitment to the field of genetic counseling and to the communities they serve. The integration of academic and clinical disciplines within one of the country's preeminent medical centers provides an ideal environment for this Master's Program, affording our students unparalleled opportunities for study, research, and practice in the challenging and exciting field of human genetics and genetic counseling.

Students must complete the core curriculum. Students are also required to rotate through a variety of clinical settings from prenatal to pediatric to adult genetics. These rotations provide opportunities for extensive supervised experience in history taking, interviewing, psychosocial assessment, and genetic risk assessment.

Candidates for the Master of Science in Genetic Counseling must complete an in-depth study of a selected genetic counseling issue or topic. Students are strongly encouraged to study topics appropriate for national presentation and/or publication. Following graduation, the Counselor is eligible for the American Board of Genetic Counseling Certification Examination. The Program is accredited by the Accreditation Council for Genetic Counseling (ACGC).
Master of Science in Health Care Delivery Leadership

The Icahn School of Medicine at Mount Sinai developed the MS Program in Health Care Delivery Leadership to help experienced professionals meet new challenges caused by major disruptions in the sector. Unlike other programs that are focused only on the theoretical, this 21-month degree program is being offered at the frontlines of health care delivery innovation. The rigorous curriculum is delivered by our world-class faculty through a combination of online classes, on-site seminar sessions, and projects in which participants apply what they have learned at their own home institution.

Offered by the Department of Population Health Science and Policy in the Graduate School of Biomedical Sciences, the program leverages the vast resources of the Mount Sinai Health System. Students can expect direct access to our faculty experts and senior leaders from Mount Sinai Health System, many of whom are nationally recognized in health care innovation. Participants will receive extensive leadership training and education in areas such as operations management, strategic planning and communications, health policy, data and technology leveraging, clinical innovations, health care economics, and finance. The program stresses the acquisition of strategic knowledge and leadership tools necessary to effectively lead innovation.

Additional program benefits:

♦ Mentoring by Mount Sinai’s innovative leadership and faculty in conducting a strategic improvement project
♦ Access and networking with industry experts and Mount Sinai alumni
♦ Personal leadership development experiences including self-assessments
♦ Training and ongoing technical support to fully leverage the online learning experience
♦ A learning management system that affords flexibility and convenience in completing engaging course work

Upon completing the program, you will be better equipped to successfully manage and lead health care delivery organizations, drive change, solve complex problems, and create dynamic new approaches that will improve the quality, value, and cost of patient care.
Graduate Program in Public Health

The Master of Public Health degree is a two-year program that prepares students for careers in public health. Applicants to the Program must have a Bachelor's Degree from an accredited college or university. For complete program description and application materials please visit the website at: http://icahn.mssm.edu/education/graduate-school/degrees-and-programs/graduate-program-in-public-health/mph-program
CHAPTER 3 – PhD Program Description

Program Description

Program Coordinator

Rewtie Offin
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rewtie.offin@mssm.edu

Program Goals/Objectives
Our goal is to prepare students to take creative and sophisticated approaches to new scientific problems in a variety of career settings. Graduating students are awarded the PhD degree in biomedical sciences or in neurosciences by Icahn School of Medicine at Mount Sinai in New York City.

Program Website
http://icahn.mssm.edu/education/graduate-school/degrees-and-programs/phd-program

Program Description
Our students are at the heart of these investigative activities as partners in the work, whereby they receive the most significant part of their doctoral training in a mentor-student relationship leading to the PhD dissertation. This research centerpiece of their training is preceded by a period of exploration of the Graduate Faculty and Multidisciplinary Training Areas in a year of core courses, special seminars/journal clubs and laboratory rotations. It is further enhanced by an individualized program of advanced coursework within one of eight Multidisciplinary Training Areas, a format that is at the cutting-edge of modern science research training.

PhD Milestones/Deadlines

<table>
<thead>
<tr>
<th>Milestone/Deadline</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Core Curriculum</td>
<td>Middle of 2nd semester after matriculation</td>
</tr>
<tr>
<td>Declaration of Dissertation Advisor and MTA</td>
<td>End of 2nd semester after matriculation</td>
</tr>
<tr>
<td>Defense of Thesis Proposal</td>
<td>Fourth Semester (June 30th) after matriculation</td>
</tr>
<tr>
<td>Successful defense/deposit of Dissertation</td>
<td>Variable: current average is end of 10th semester after matriculation</td>
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</table>

The maximum time limit for completion of all requirements for the PhD degree is seven years after matriculation in the PhD Program.

Students who do not meet these deadlines will be subject to disciplinary action, up to and including academic probation and expulsion.

Graduation Requirements

◆ Complete a minimum of 72 credits, with an average grade of B or better in all required core courses (i.e., Biostatistics and Core) and a cumulative GPA of 3.0 or higher.

◆ Submit and successfully defend a Thesis Proposal

◆ Develop new knowledge through original, independent research performed in an ISMMS or affiliated laboratory
Produce data equivalent to that needed for a first author publication in a high-quality, peer-reviewed journal. A manuscript need not be submitted or accepted.

Write an original dissertation that is accepted by the student’s Thesis Committee and is defended orally in front of a panel of experts.

Behavior or ethical standards consistent with those of the profession.

PhD Program Requirements

Course Requirements

All PhD and MD/PhD students will be expected to fulfill the following requirements for the PhD degree:

A. Core Curriculum – According to MTA requirements.

B. Laboratory Rotation – At least one rotation or equivalent (except for transfer/ advanced students) must be completed. See detailed description below.

C. Introduction to Journal Club – Two semesters of Introductory Journal Club are required during the core course sequence. Students taking Biomedical Sciences core, will register for a separate Journal Club, whereas Systems Biology and Neuroscience cores have incorporated Journal Club directly into the core and therefore student in these cores will not register for a separate Journal Club.

D. RCR: Responsible Conduct in Research – Fall semester, first year (except MD/PhD students who take the course during their first year in their PhD phase)

E. Rigor and Responsibility – Spring semester, first year.

F. Biostatistics – Fall semester, first year (except MD/PhD students who take the course during their first year in their PhD phase)

G. Advanced Coursework – Advanced coursework is required as defined by each MTA. See section below for general MTA requirements, including a description of the individual course requirements, typical MTA requirements, and criteria for advancement to candidacy. There is also a section below listing Program Milestones that details the criteria for satisfactory completing of the program. Students should also refer to the section of Chapter 1 entitled Satisfactory Academic Progress.

H. Transfer Credits – Students who have successfully completed relevant graduate courses elsewhere will be granted exemption and/or graded credits at the discretion of the Dean, in consultation with the course and MTA Directors. See Academic Policies and the Registrar’s Office in Chapter 1 of the Handbook for details of this policy.

After the rotation period, students are expected to: 1) formally choose a research mentor; 2) decide on the Multidisciplinary Training Area if he/she has not already done so. The MTA will be the student’s area of focus for his/her advanced coursework, journal clubs and seminars; and 3) choose three members for an Advisory Committee with whom they will be meeting at least once each semester to assess progress.

Advising

Entering students are assigned a graduate faculty advisor who will handle student questions about courses, rotations or problems that surface throughout the first year. This faculty advisor is generally from the first choice MTA on the student’s application to the Graduate Program. In cases where the student is unsure about their choice of MTA, a second advisor from another MTA may be assigned. Once a student selects a dissertation advisor and a Multidisciplinary Training Area, with the help of the dissertation advisor, he/she selects an Advisory Committee, which is comprised by two expert faculty in the field of study and one faculty who is not an expert in the student’s field of study and is from another...
department. These three Advisory Committee members must be members of the GSBS Training Faculty. You may include additional members from outside of ISMMS. It is important to note that you can modify the membership of the committee as your project evolves.

**This Advisory Committee should meet at least once per semester. In some cases, the student may be required by the Graduate School to meet with his/her Advisory Committee more often.** Students are encouraged to provide a project summary of progress (in bullet-point style is generally sufficient) prior to each meeting. This often make the meeting more efficient for everyone. In an effort to streamline the processes even further, it is also suggested that students combine Advisory Committee meetings with a WIP or other formal presentation of their work.

Students and faculty are urged to understand that the advisory system is their strongest ally in identifying and helping to resolve problems, in maintaining a realistic set of expectations for progress, and as a source of extra ideas and new approaches. Students should take the initiative in scheduling meetings. Timely meetings are imperative.

Students should recognize that their thesis advisor is usually their most important mentor; someone who can advise the student on research directions and may also provide career guidance. It is expected that thesis advisors provide opportunities for the student to develop independence, encourage the student to participate in collaborations, presentations, departmental seminars, introduce the student to colleagues, help the student to learn about writing and submitting manuscripts for publication, help the student to identify and work with their strengths and weaknesses and be committed to help the student make the next move in their career development. However, other faculty who take particular interest in the student’s growth and development as scientists may often also serve as important mentors. Students are encouraged to develop relationships with those faculty whom they feel can provide significant research, career, and personal guidance.

Formal progress reports must be filed twice annually with the Graduate School Office. To meet this requirement, students are expected to meet each semester with the full Advisory Committee. All students will receive Progress Forms twice each year according to the schedule indicated on the Calendar. The student should review the Progress Form and correct/update as necessary. The Advisory Committee must use the last page of the Progress Form to evaluate the student’s progress, clearly identify strengths and weaknesses and indicate plans for development. All members of the Advisory Committee should then sign and date the Progress Form. It should then be returned to the Graduate School Office by the set deadline. Note that Progress Forms are due four weeks after distribution.

When a student fails to demonstrate satisfactory academic progress, the Program Director may mandate more frequent advisory committee meetings.

When a dissertation advisor thinks his/her student is nearing a point of completion, the Advisory Committee should meet with the student and advisor to assess the student’s readiness to write a dissertation. This meeting should take place approximately 6 months before the anticipated dissertation defense. Students should update their list of publications and manuscripts in press on the Progress Report form before this meeting. At this meeting, the Advisory Committee will certify that the student is ready to write his/her dissertation and to schedule a defense date. This approval should be given and a date set only if the student has at a minimum achieved the following:

- met all of the required program milestones,
- completed all coursework and met the academic standards of the Graduate School,
- mastery of the literature, conceptual skills, analytical skills, writing and presentation skills, experimental skills, record keeping skills and work ethic meets doctoral-level standards,
- intellectual contributions as a lead author, or equivalent, to at least one manuscript, published, in review, or ready for submission in a peer-reviewed journal. An exception to this requirement will require the unanimous approval by the Advisory Committee.
When these criteria have been met, the student will be given a green light to enter the dissertation writing phase.

**Selecting a Research Mentor**

The choice of a dissertation advisor and MTA is a major focus of the first year of the Program. The year culminates with the student being accepted into the laboratory of a Graduate Faculty member for pursuit of the dissertation work. Together with that faculty member, the student decides on the MTA in which the advanced coursework, seminars and journal clubs, will be completed. Students are urged to take full advantage of their rotation experience during the first year. Faculty mentors of rotation students are urged to present a realistic picture of the tone of the laboratory, the nature of the ongoing projects, how work is assigned or monitored, and any general history or policies with respect to meetings, publications/authorship, weekly journal clubs and laboratory meetings, and direct contact to be expected with the laboratory leader. A choice of dissertation advisor is usually, but not always, consonant with the MTA choice.

Before the end of the second semester in the Program, each PhD student should complete the Declaration Form. MD/PhD students complete this form following the fourth semester in the Program. At this time, the student must also select at least three members for an Advisory Committee. Committee members should be selected because of their ability to provide scientific and/or technical support for the dissertation project. Advisory Committee members must be members of the Graduate Faculty. Two Advisory Committee members are experts in the area of the student’s research; a third member must be from a related field but need not be expert in the student’s area of research. MD/PhD students are encouraged to add a clinical/translational (C/T) investigator, who need not be a member of the Graduate Faculty, to their Advisory Committee to provide feedback about the C/T impact of their research. This Form should be submitted to the Graduate School Office with all the required signatures as soon as possible, but no later than June 30.

One indication of satisfactory progress in the Program is the demonstration of the potential for research and the timely selection of a mentor and MTA. PhD students are expected to declare a dissertation advisor and MTA no later than 12 months after matriculation. MD/PhD students are expected to declare by the end of the second year in the Program.

The choice of a dissertation advisor by the student and the acceptance of that student by the future dissertation advisor should be considered a commitment on the part of both parties that the student will remain with the chosen dissertation advisor until the thesis is completed. If a student is contemplating a change in dissertation advisor or MTA, or, if the dissertation advisor is unsatisfied with the academic progress of the student, mediation should be sought to remedy this situation by first meeting with the MTA Director and the student’s Advisory Committee. If necessary, the Dean of the Graduate School may also meet with the student and their dissertation advisor. Movement between MTAs is permitted if the student is certified, in writing by the MTA Director(s), to be in good academic standing by the original MTA and is accepted, in writing, by the proposed MTA. Students who are contemplating a change must discuss this fully with the current dissertation advisor. These changes invariably involve some loss of time and dislocation to both student and dissertation advisor and possibly extra coursework. Careful guidance by the student’s Advisory Committee will reduce the number of such changes and will increase the likelihood that those changes that do occur are productive. The student should also complete and submit a Change Form to the Graduate School Office.

Following are guidelines applicable only to students whose dissertation advisor relocates to another institution:

- Students who have successfully completed their thesis proposal with a given dissertation advisor, who subsequently relocates to another institution, will be permitted to pursue their graduate research off-site at their mentor’s new institution.
- If the student chooses to join his/her dissertation advisor at the new institution to continue his/her thesis research project as an ISMMS student, the student will continue to be a ISMMS matriculated student and will continue to receive student benefits (access to library, housing, health insurance).
Any publications resulting from the student’s research regardless of whether the work was performed at ISMMS or not, should list ISMMS as the institutional affiliation of the student.

- If the student has not passed his/her thesis proposal exam, the student will be required to join a new lab and remain at ISMMS. A student may petition the Dean of the Graduate School to waive this requirement and under exceptional circumstances, this request may be approved.

**Vacation Policy**
The vacation policy for PhD students in Biomedical Sciences or Neuroscience is clearly stated in Academic Policies section of Chapter 1. Please refer to that section for the complete policy. In brief, PhD students in Biomedical Sciences or Neuroscience receive two weeks of paid vacation each year. Time spent studying for courses, preparing for examinations, etc. is not considered vacation time.

**Laboratory Rotations**
Laboratory rotations are an important part of the first year of the Graduate Program. They give students the opportunity to experience different research projects, different laboratory and mentoring styles, and allow the faculty to assess the interests and aptitude of the students. All PhD and MD/PhD students must complete two laboratory rotations (in two different laboratories, and at times a third or a fourth rotation is required) before declaring a dissertation advisor and a Multidisciplinary Training Area. If incoming students were research technicians in an ISMMS laboratory prior to becoming a graduate student, they may choose their former employer as their dissertation advisor, but only after rotating in at least one other laboratory. The rotation facilitates the choice of dissertation advisor and also offers students an exposure to problems and techniques of interest to them.

**THE GOAL OF THE ROTATION IS TO FIND A LAB.**
Rotation guidelines are as follows:

A. Students are encouraged to use web resources and the current student body to explore possible labs before and during discussions with their advisors. Students are urged to consult multiple sources included current and previous laboratory members to gain a better idea of the laboratory’s approach to science and training and the success of previous trainees.

B. In order to take a rotation student, labs must have sufficient financial and personnel resources to support a Ph.D. student. Labs who cannot support a student and his/her training CANNOT have a rotation student. Rotation students will work with their first-year advisors and/or MTA Directors to select labs that can take rotation students. If a lab cannot support your financial package, you SHOULD NOT rotate in that lab. If there is no chance that they will be able to take you in the lab, no matter how good and interesting the work is, the rotation will be a waste of your time.

C. To facilitate and optimize the rotation experience for both the student and the faculty mentor, it is important that this student-faculty pair meet prior to the start of the rotation to discuss expectations, goals, requirements and laboratory guidelines. The discussion should be recorded on the Laboratory Rotation Agreement Form so that both the student and the rotation advisor are in agreement about what each expects from the other. The Form must be submitted to the Graduate School at the beginning of the rotation.

D. During the laboratory rotation, the student has to be aware of the balance that needs to be maintained between research and study time for ongoing courses. Students are expected to spend about 50% of their time (about 20 hours/week) on the laboratory rotation. Good time management can optimize the experience in that particular laboratory.

E. A “match” between student and lab is defined as an offer from the PI for the student to join the lab. This may be a hard yes, or could be pursuant to other conditions, such as the outcome of other rotation students in the PI’s lab.
F. Students with prior experience at Mount Sinai -
   a. PREP or MSBS students now in a PhD program can use their research time in lieu of a rotation.
   b. Former SURP scholars who have spent two summers at ISMMS and are now in a PhD program, can use that research time in lieu of a rotation.
   c. Staff who become PhD students, and who feel it necessary to do a rotation in their lab of employment before making a decision to joining that lab, may not do so until after completing a rotation in another lab. If, on the other hand, the student and the PI are confident about joining the lab of employment, other rotations are not strictly required.

G. Starting in week 3 of the rotation, the PI and student should review progress and the possibility of joining the lab. This does not have to be a detailed conversation, but can be a simple update, and has three possible outcomes regarding joining the lab: yes, no, or maybe. If either the PI or the student has a firm idea that the lab is not a good match, the rotation should be terminated immediately. If the PI and the student believe it is a good match, it is recommended that the rotation continue for the full 6-8-week duration to ensure the lab continues to be a good fit. At some time during the final weeks of the rotation, terms for joining the lab should be reached, a Laboratory Rotation Evaluation form should be completed and turned in to the Graduate School, a lab Dissertation Advisor - MTA Declaration Form should be completed and turned in to the Graduate School, and the student should cancel other planned rotations. Finally, if either person is unsure if the lab is a good fit (and the other is not a “no”), the rotation should be continued with check-ins, as outlined above, occurring every week. The outcome of these discussions should be conveyed by the students to their first-year advisors and/or MTA co-directors.

H. When rotations end, regardless of whether the lab is a match or not, a Laboratory Rotation Evaluation form must be completed by the student and rotation advisor and filed with the Graduate School.

I. When the student is the person deciding the lab is not a match, it is customary for the student to provide the rotation advisor with a brief explanation of the reason why the match does not work. While this is not a strict requirement, it is recommended because it is important to remain in good communication with your faculty.

J. The maximum time for a rotation is typically 6-8 weeks. An extension would be considered if there were circumstances that warrant one. A request for an extension should be made in writing, via email, to the Ph.D. Program Manager.

K. In some cases, rotations will span winter or spring breaks. When this occurs, the time off does not count towards the rotation.

L. The schedule outlined above would permit up to four rotations (if needed) prior to spring break, although three rotations is more typical.

M. Rotation times could be shortened further if the student is not taking classes while rotating because the student can work full time in the lab instead of balancing lab with class time.

N. While it is acceptable to join a lab after one successful rotation, students are encouraged to find two matches before terminating your rotations and joining a lab.

O. Individual MTAs may require rotation presentations. Presentations will not be synchronized with the end of each rotation, so students should be prepared to describe work that they may have concluded weeks earlier.

P. Grading of rotations will be on a Pass/Fail basis.

If a student in the PhD in Biomedical Sciences or Neuroscience programs is not accepted into a laboratory by the conclusion of the third semester (fifth semester for MD/PhD students), he/she
will be reviewed by the Committee for Academic Review for a failure to make satisfactory academic progress. Dismissal from the program is a possible outcome of this review.

For MSTP Students
MSTP students do summer rotations:

- In year 1, MSTP students rotate in one lab for ~5-6 weeks.
- Going into year 2, MSTP students generally do 2 more rotations, each of 5-6 weeks. They need not be identical in length.

PhD Program Admissions
Icahn School of Medicine at Mount Sinai is widely recognized for its excellence in education, basic and clinical research, patient care and service to our community. ISMMS seeks to attract individuals of diverse backgrounds, who have the ability and potential to become researchers, scholars, and practitioners dedicated to excellence in their chosen career paths. Applicants for admission are considered based on their total qualifications. Factors that are considered include intellectual capability and academic achievement, motivation and potential for a career in the sciences, enthusiasm for shaping one’s own learning experience, personal maturity, and conformity to the School's standards of character and health.

Applications are invited from students who have completed their undergraduate degree with a major in the sciences. Applicants should have strong scholastic metrics and some independent research experience. The Program admits only students who wish to pursue the Ph.D. degree on a full-time basis.

All offers of admission to Icahn School of Medicine are provisional, pending receipt and evaluation of final transcripts. Transcripts must be sent directly from the appropriate Registrar's Office to the ISMMS Admissions Office. These and all other materials requested by the Registrar in conjunction with the admissions process must be received to complete a student's enrollment. Submission of false or misleading information in the application materials or in connection with the application process will be considered by the Admissions Committee and/or the Student Committee for Academic Review as grounds for withdrawal of the acceptance offer, dismissal, or rescission of degree.

Students who have, or will have completed baccalaureate programs and who wish to pursue a doctoral degree in biomedical sciences research should apply online and submit required documents for consideration. Most applicants have completed the following courses: general biology, general chemistry, general physics, organic chemistry (2 semesters), mathematics (through integral calculus), and an introductory course in biochemistry. In special instances, some of these requirements may be waived as a prerequisite for admission. Arrangements will have to be made to take them later, e.g., biochemistry may be taken during the summer before matriculation. In addition, it is desirable for applicants to have taken advanced science courses. It is very important for applicants to have had basic science research experience. Letters from research mentors and written comments from the applicant about prior research experience are major components of the application file.

Students who wish to transfer from another institution to a ISMMS degree-granting program must apply for admission through the regular ISMMS application process. Students who have completed the qualifying exam for their PhD at another institution will be required to pass the thesis proposal exam at ISMMS. Students who have passed their PhD thesis proposal exam at another institution cannot transfer to a ISMMS PhD program. The deadline for receipt of completed application packets is December 1, but early submission is highly recommended for full competition for fellowships. Applicants should indicate their field(s) of greatest interest. In addition to the application form and required fee, the applicant must supply official final transcripts from all institutions attended, three letters of recommendation, and official scores in either the Graduate Record Examinations (GRE - verbal, quantitative, analytical) or MCAT. Applicants for whom English is not the first language must submit official scores of the TOEFL (Test of English as a Foreign Language) along with a course-by-course evaluation of their transcripts.
from the World Education Service (WES). Applicants who have received a bachelor’s degree in the United States need not submit TOEFL results. Applicants who, on the basis of their submitted application materials, are being seriously considered for the Program, will be invited for interviews. The requirement for these interviews may be exchanged for a telephone or internet interview, if geographical is a barrier. The Admissions Committee of the Graduate School will consider all the data on each applicant before making its decision.

**Important Dates**
December 1 – Application deadline
January – Interviews begin
Offers of admissions are made as soon as the admissions process is complete, generally by February 1st.
April 15 – matriculation decision is due.

**Multidisciplinary Training Areas**

**Biophysics and Systems Pharmacology (BSP)**

**Program Directors**

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**Steering Committee**

Aneel Aggarwal, Ph.D.
Jeanne Hirsch, Ph.D.
Roman Osman, Ph.D.
Francesco Ramirez, D.Sc.
Lisa Satlin, M.D.

**MTA Web Page**
[http://icahn.mssm.edu/gradschool/bsp](http://icahn.mssm.edu/gradschool/bsp)

**MTA Faculty**
[http://icahn.mssm.edu/education/graduate/phd-program/biophysics-and-systems-pharmacology/faculty](http://icahn.mssm.edu/education/graduate/phd-program/biophysics-and-systems-pharmacology/faculty)
Goals/Objectives of the MTA
BSP provides an educational environment in which students receive the training needed to discover and design new drug-like molecules that can modulate the function of biological systems. Trainees gain a thorough understanding of drugs and drug targets under investigation using a variety of approaches ranging from structural, computational, molecular, and cell biology to biochemistry and synthetic chemistry. Our students also gain a deep understanding of biological systems and disease states through training that emphasizes a quantitative, predictive understanding of physiology, pharmacology, organ-level research, and animal studies.

Brief Description of the MTA
Mount Sinai’s multidisciplinary training area in Biophysics and Systems Pharmacology (BSP) provides cutting-edge training in molecular Biophysics and Systems Pharmacology. Biophysics is an established discipline that uses the principles and methods of physics, chemistry, mathematics, engineering, and computation to address fundamental biological and biomedical questions, such as what are the structural determinants and molecular mechanisms underlying protein function and how this information can be used to design small-molecule modulators with exciting biological or therapeutic properties. Systems Pharmacology is an emerging interdisciplinary field of research that seeks to translate molecular-level information on diseases and drug action into predictions of effects seen at the organismal level and across heterogeneous populations. The integration of these experimental and computational methodologies is an imperative innovation for the discovery of new therapeutics and the development of personalized medicine.

The BSP program welcomes students from both traditional and non-traditional paths into PhD programs in medical schools, including undergraduate degrees in mathematics, physics, computer science, engineering, chemistry, biochemistry, biology, pharmacology, genetics and many more. While students with a more biological background get the opportunity to obtain rigorous training in biophysical, chemical, and computational approaches to biological research, trainees from more technical disciplines get their first sustained exposure to biological research during their PhD training at Mount Sinai.

This is enabled by BSP’s personalized curriculum and multidisciplinary research programs, which provide a platform for education at the intersection between computation and experiments for the next generation of physicians and biomedical scientists. In particular, trainees are prepared to apply a thorough understanding of molecular recognition, protein-protein interactions, and networks of molecular interactions within and between cells to the design and synthesis of new molecules with potentially improved therapeutic properties in relevant human disease models. We are extremely proud that many of our graduates find employment opportunities (several in the biotech industry and private sector, but also in academia, government, etc.) before their thesis defenses.

Typical Curriculum for the MTA
We use a personalized curriculum to allow our diverse student body to obtain rigorous training at the intersection between computation and experiments. Depending on their undergrad background, and as early as in the first year, students can choose between different Core Curriculum courses (one in the Fall semester and at least two in the Spring semester). A number of Advanced Electives is offered in the second and third year of the program, although students are welcomed to take advanced electives in other training areas as well.

Year 1 – Fall
Systems Biomedicine (BSR1800) OR Biomedical Science (BSR1012)
Biostatistics (BSR1010)
Responsible Conduct in Research (BSR1003)
Seminars (BSR5802)
Journal Club (BSR4801)
Lab Rotation (BSR1006)

Year 1 – Spring
Two of the following three options:
  ♦ Systems Biology: Biomedical Modeling (BSR1803)
  ♦ Quantitative Graduate Physiology (BSR1802)
  ♦ Structural and Chemical Approaches to Pharmacology and Drug Discovery (BSR 2108)
Journal Club (BSR4801)
Lab Rotation (BSR1006)

Year 2 – Fall
Minimum of two advanced electives (1-3 credits each)
Seminars (BSR5802)
Journal Club (BSR4801)
Independent Research (BSR8000)

Year 2 – Spring
Minimum of two advanced electives (1-3 credits each)
Seminars (BSR5802)
Journal Club (BSR4801)
Independent Research (BSR8000)
Thesis Proposal

Year 3 and above
Advanced electives (optional)
Seminars (BSR5802)
Journal Club (BSR4801)
Doctoral Dissertation Research (BSR9000)
Cancer Biology (CAB)
Program Directors

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Steering Committee
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Robert Krauss, Ph.D.
Ihor Lemischka, Ph.D.
Aneel Aggarwal, Ph.D.

MTA Web Page
http://icahn.mssm.edu/education/graduate-school/degrees-and-programs/phd-program/multidisciplinary-training-areas/cancer-biology

MTA Faculty
http://icahn.mssm.edu/education/graduate-school/degrees-and-programs/phd-program/multidisciplinary-training-areas/cancer-biology/faculty

Brief Description of the MTA
This training program combines research in the biology of cancer with a curriculum that challenges trainees to consider how their research may be translated into improvements in the diagnosis and treatment of cancer.

Typical Curriculum for the MTA

Year 1 – Fall
BMS Fall (BSR1012)
Biostatistics (BSR1010)
Responsible Conduct of Research (BSR1003)
Introduction to Journal Club (BSR1004)
Lab Rotation (BSR1006)

Year 1 – Spring
BMS Spring (BSR1013)
Introduction to Journal Club (BSR1005)
Lab Rotation (BSR1007)
Translating Science (BSR1011)

Year 2 – Fall
Independent Research (BSR8000)
Advanced Topics in Tumor Biology (BSR6202)
Cancer Biology Work in Progress (Cancer Club - BSR5202)
Journal Club in Cancer Biology (BSR4201)
Oncological Sciences Seminar Series (BSR5201)

Year 2 – Spring
Independent Research (BSR8000)
Advanced Topics in Cancer Biology (BSR6201)
Cancer Biology Work in Progress (Cancer Club - BSR5202)
Journal Club in Cancer Biology (BSR4201)
Oncological Sciences Seminar Series (BSR5201)

Developmental and Stem Cell Biology (DSCB)
Program Directors
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Steering Committee
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James Bieker, Ph.D.
Robert Krauss, Ph.D.
Marek Mlodzik, Ph.D.
Michael Rendl, M.D.
Philippe Soriano, Ph.D.

MTA Web Page
http://icahn.mssm.edu/education/graduate-school/degrees-and-programs/phd-program/multidisciplinary-training-areas/developmental-and-stem-cell-biology
Goals/Objectives of the MTA
In the DSCB multidisciplinary training area (MTA), you will work with model organisms and embryonic and adult stem cells to explore fundamental questions in developmental and stem cell biology and their impact on regenerative medicine.

The goal of this program is to train you as part of our next generation of scientists who will become experts in developmental and stem cell biology, and who are committed to careers that will push the boundaries in regenerative medicine to ultimately help alleviate human disease.

Brief Description of the MTA
Developmental biology addresses a fundamental question: How do organisms develop from zygotes? As a discipline, developmental biology encompasses genetics, cell biology, physiology, and evolution. As an area of current biomedical research, it provides insights into complex processes that, when disrupted, result in disease.

One aspect of developmental biology, the specification and differentiation of distinct cell lineages, has led to the identification and isolation of embryonic, fetal, and adult stem cells. Stem cell biology, an area of intense current interest, holds great promise for the potential treatment of human disease and for understanding basic questions in development.

Mount Sinai's Developmental and Stem Cell Biology training area offers basic and advanced coursework, seminars, and journal clubs. Our learning environment includes faculty drawn from the entire ISMMS community, along with their research labs. We provide a comprehensive, multifaceted experience. As developmental and stem cell biologists, our faculty create an atmosphere of exploration, discovery, and advancement in developmental biology and stem cell research.

Typical Curriculum for MTA

Year 1 – Fall
- BMS Fall (BSR1012)
- Biostatistics (BSR1010)
- Responsible Conduct of Research (BSR1003)
- Introduction to Journal Club (BSR1004)
- Lab Rotation (BSR1006)

Year 1 – Spring
- BMS Spring (BSR1013)
- Introduction to Journal Club (BSR1005)
- Lab Rotation (BSR1007)

Year 2 – Fall
- Independent Research (BSR8000)
- Embryos, Genes and Development AND Stem Cells and Regenerative Biology (these courses are offered every other year with one taken in the Fall of Year 2 and the other in the Fall of Year 3)
- DRB/BFSCI Seminar series
- DRB/BFSCI Work-in-Progress series
DSCB Journal Club (BSR4301)

**Year 2 – Spring**
Independent Research (BSR8000)

3-credit Elective
DRB/BFSCI Seminar series
DRB/BFSCI Work-in-Progress series
DSCB Journal Club

**Year 3 and beyond**
Dissertation Research
DRB/BFSCI Seminar series
DRB/BFSCI Work-in-Progress series

**MTA Metrics**
Average number of new students each year – 6 PhD; 1 or 2 MD/PhD

Average time to degree – On average, DSCB students require about 6 years to complete their degree.

**Genetics and Genomic Sciences (GGS)**

**Program Directors**

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**Steering Committee**

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John Martignetti, M.D./Ph.D.
Ed Schuchman, Ph.D.
Robert J. Desnick, M.D., Ph.D.

**MTA Web Page**
http://icahn.mssm.edu/education/graduate-school/degrees-and-programs/phd-program/multidisciplinary-training-areas/genetics-and-genomic-sciences

**MTA Faculty**
Brief Description of the MTA
This program offers students the opportunity to conduct research in the areas of genome organization and evolution, mechanisms of gene regulation, informatics and genome analysis, gene discovery and characterization, the molecular pathology of genetic diseases, and gene therapy. All organisms and genetic mechanisms are included.

Typical Curriculum for the MTA

Year 1 – Fall
BMS Fall (BSR1012)

Biostatistics (BSR1010)

Responsible Conduct of Research (BSR1003)

Introduction to Journal Club (BSR1004)

Lab Rotation (BSR1006)

Year 1 – Spring
BMS Spring (BSR1013)

Advanced Electives

Introduction to Journal Club (BSR1005)

Journal Club in Genetics and Genomic Sciences (BSR4401)

Lab Rotation (BSR1007)

Year 2 – Fall
Independent Research (BSR8000)

At least 3 advanced elective course credits

Seminars in Genetics and Genomic Sciences (BSR5401)

Journal Club in Genetics and Genomic Sciences (BSR4401)

GGS Work in Progress (BSR5402)

Year 2 – Spring
Independent Research (BSR8000)

At least 3 advanced elective course credits

Seminars in Genetics and Genomic Sciences (BSR5401)

Journal Club in Genetics and Genomic Sciences (BSR4401)

GGS Work in Progress (WIP) (BSR5402)

The Advisory Committee may recommend additional courses, based on the student's needs and area of interest
Immunology (IMM)
Program Director

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Steering Committee

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Thomas Moran, Ph.D.
Karen Zier, Ph.D.

MTA Web Page
http://icahn.mssm.edu/education/phd/biomedical-sciences/immunology

MTA Faculty
http://icahn.mssm.edu/education/phd/biomedical-sciences/immunology/faculty

Goals/Objectives of the MTA
The goal of this training area is to provide students with a rigorous, flexible, and comprehensive education program in Immunology. Students will be trained to develop the conceptual and technical skills required to become outstanding scientists in the field of immunology.

Brief Description of the MTA
Immunology Institute investigators study the physiology and pathophysiology of immune cells with a special emphasis on the mechanisms of disease pathogenesis, and development of therapeutic interventions. Our main programmatic areas are Mucosal Immunology, Immunodeficiencies, Food Allergy, Immunotherapy, and Transplantation Immunology.

Our basic and clinical researchers collaborate extensively. We have unique and large populations of patients with inflammatory bowel disease (IBD), primary immunodeficiencies, food allergy, malignancies receiving immunotherapy, as well as recipients of solid organ or hematopoietic stem cell transplants who participate in research. Our program thus provides an advantage in terms of translational science. In areas where we do not have direct access to human samples, we create animal models of disease. This melding of patient populations with animal models and multiple approaches to study mechanisms is unique and serves to distinguish our Immunology program from other Immunology programs around the country. In our Immunology institute, faculty with interests in diverse aspects of the immune system work together to achieve excellence in research, mentoring, and training.

Typical Curriculum for the MTA
Year 1 – Fall
BMS Fall (BSR1012)
Biostatistics (BSR1010)
Responsible Conduct of Research (BSR1003)
Introduction to Journal Club (BSR1004)
Lab Rotation (BSR1006)

**Year 1 – Spring**
BMS Spring (BSR1013)
Introduction to Journal Club (BSR1005)
Lab Rotation (BSR1007)

**Year 2 – Fall**
Fundamentals in Immunology (BSR1501)
Journal Club in Immunobiology (BSR4501)
Seminars in Immunology (BSR5501)
Dissertation Research

**Year 2 – Spring**
3 Credits of Electives
Journal Club in Immunobiology (BSR4501)
Advanced Topics in Immunology (BSR6502)
Seminars in Immunology (BSR5501)
Dissertation Research

**Year 3 – Fall**
Journal Club in Immunobiology (BSR4501)
Seminars in Immunology (BSR5501)
Dissertation Research

**Year 3 – Spring**
Journal Club in Immunobiology (BSR4501)
Seminars in Immunology (BSR5501)
Dissertation Research
Microbiology (MIC)  
Program Directors

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Steering Committee

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Peter Palese, Ph.D.
Domenico Tortorella, PhD

MTA web page
http://icahn.mssm.edu/education/graduate-school/degrees-and-programs/phd-program/multidisciplinary-training-areas/microbiology

MTA Faculty
http://icahn.mssm.edu/education/graduate-school/degrees-and-programs/phd-program/multidisciplinary-training-areas/microbiology/faculty

Goals/Objectives of the MTA
The goals of the MIC MTA are to provide comprehensive training in the field of virology and viral immunology

Brief Description of the MTA
The Microbiology MTA is focused on studying the interaction of viruses and their hosts, and the host factors that may determine susceptibility to infections. We study viruses, such as influenza virus, hepatitis C virus (HCV), dengue virus (DENV), West Nile virus (WNV), Ebola and Marburg viruses, human immunodeficiency virus (HIV), human cytomegalovirus, Zika virus (ZIKV) as well as epigenetics of viral infections and other topics related to microbial pathogenesis and viral immunology. Studies are directed at understanding how the innate immune system of the infected host is counteracted by components of these viruses and how the innate immune systems, such as the interferon signaling system, works on a molecular level. Microbiology researchers use this knowledge to develop new vaccines against these viruses and work to identify small molecular weight compounds for use as antivirals. This is a great training area for those who would like to obtain a Master’s degree or PhD in the field of Virology. We also welcome postdoctoral fellows to apply to our program.

Typical Curriculum for the MTA
Year 1 – Fall

BMS Core I (BSR1012)

Biostatistics (BSR1010)

Responsible Conduct of Research (BSR1003)

Introduction to Journal Club (BSR1004)
Laboratory rotation (BSR1006)

**Year 1 – Spring**
- BMS Spring (BSR1013)
- Introduction to Journal Club (BSR1005)
- Fundamentals in Immunology (if taken as an advanced course, BSR1501)
- Laboratory rotation (BSR1007)

**Year 2 – Fall**
- Advanced Virology (offered on alternate years, BSR6601)
- Virus Host Interactions Journal Club (BSR4602)
- Student Journal Club in Microbiology
- Seminar in Microbiology

**Year 2 – Spring**
- Virus Host Interactions Journal Club
- Student Journal Club in Microbiology
- Seminar in Microbiology
- Second advanced course offered by any other MTA (if not taken earlier chosen by student and preceptor from any other MTA)

**Year 3 and beyond.**
- Advanced Virology (if not taken in fall of 2nd year)
- Second advanced course offered by any other MTA (if not taken earlier chosen by student and preceptor from any other MTA)
- Virus Host Interactions Journal Club
- Student Journal Club in Microbiology (until they pass their Thesis Proposal)
- Seminar in Microbiology
- Independent research.

**MTA Metrics**
- Average number of new students each year: 5 students on average
- Average time to degree: 4.5 years
Neuroscience (NEU)  
Program Directors  
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Steering Committee  
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Paul Slesinger, Ph.D.  

MTA Web Page  
http://icahn.mssm.edu/education/graduate/phd-program/neuroscience  

MTA Faculty  
http://icahn.mssm.edu/education/graduate/phd-program/neuroscience/faculty  

Goals/Objectives of the MTA  
The goal of the Neuroscience (NEU) training program is to provide a broad, integrative background in the neurosciences, covering molecules, cells, circuits, systems and behaviors, while simultaneously enabling students to pursue focused, multidisciplinary research in basic, translational and clinical neuroscience to address developmental, neurological or psychiatric disorders of the nervous system.

Brief Description of the MTA  
The doctoral program in the Neurosciences provides students with advanced training at all levels of investigation, from molecules to circuits to behavior. Emphasis is on the basic and translational neurobiology of major developmental, neurological and psychiatric illnesses, and leverages the strong and integrative partnerships between the Hospital and the School of Medicine. Laboratory opportunities at Icahn School of Medicine take advantage of particular strengths in translational neuroscience, developmental neurobiology, aging and neurodegeneration, mechanisms of addiction, depression and other neuropsychiatric diseases, neurochemistry, neuroanatomy, cognitive neuroscience, memory, computational neuroscience, neuroimaging, vision, vestibular function, neuropathology, sensory signal transduction, neural and neuroendocrine receptor signaling, and synaptic and behavioral plasticity. The function of the nervous system is studied in diverse model systems, from 'simple' invertebrates such as the sea snail *Aplysia*, the fruit fly, or the worm *C. elegans*, all the way to complex vertebrates including nonhuman primates and humans.

Students are exposed to an exciting curriculum taught by a nationally and internationally recognized faculty. Required Core coursework is completed in the first year, and includes a course with direct patient contact. Laboratory experience builds on expertise in basic neurobiology, translational neuroscience and clinical neurology and psychiatry, all uniquely integrated with one another due to close apposition of clinical and basic research at The Mount Sinai Hospital and the Icahn School of
Medicine. By this interdisciplinary approach, the Ph.D. program in the Neurosciences provides trainees with the essential tools to assume productive, independent careers in research, education, industry, and/or clinical settings.

**Typical Curriculum for the MTA**

**Year 1 – Fall**
- Principles of Neural Science, Behavior and Brain Pathophysiology (Unit 1, Systems Neurosci; BSR 1706)
- Biostatistics (BSR1010)
- Responsible Conduct in Research (BSR1003)
- Neuroscience Journal Club (Selected Topics in Neuroscience - BSR4701)
- Translational Neuroscience Seminar (BSR5701)
- Lab Rotation (BSR1006)

**Year 1 – Spring 1**
- Principles of Neural Science, Behavior and Brain Pathophysiology (Unit 2, Cellular/Molecular Neurosci; BSR 1705)
- Neuroscience Journal Club (Selected Topics in Neuroscience - BSR4701)
- Translational Neuroscience Seminar (BSR 5701)
- Lab Rotation (BSR1007)

**Year 1 – Spring 2**
- Principles of Neural Science, Behavior and Brain Pathophysiology (Unit 3, Behav/Cognitive Neurosci; BSR 1707)
- Principles of Neural Science, Behavior and Brain Pathophysiology (Unit 4, Mol Pathogenesis; BSR 1708)
- Topics in Clinical Neuroscience (includes direct patient contact; BSR 6705)
- Neuroscience Journal Club (Selected Topics in Neuroscience - BSR4701)
- Translational Neuroscience Seminar (BSR 5701)

**Other Course Requirements**
- Minimum of two additional advanced electives (1-3 credits each) taken at any time during Years 1-4
- Neuroscience Journal Club (Works in Progress): Attendance required for Year 1 and Year 2 students; presentations required for Year 2, Year 3, and Year 4 students. All students should register for JC Years 1-4.
- Translational Neuroscience Seminar: All students should register each semester and attend as many seminars as possible.

**Program Curriculum**

**Core Curricula**
All PhD students must complete a Core Curriculum. The Core Curriculum will vary depending on the training area and the specific PhD degree (Biomedical Sciences or Neuroscience). The Core Curriculum
provides the students with a strong set of general concepts and vocabulary that underpins so much of
cutting-edge biomedical research in their area of interest.

All MD/PhD take Biomedical Sciences for the MD/PhD Student as their Core Curriculum. This Core
has been developed with the unique training needs of the dual MD and PhD degree students.

The majority of students in the PhD in Biomedical Sciences program will complete Biomedical Sciences
Core, a yearlong course that consists of six units. They are: (Fall: Enzymes and Metabolism; Genetics
and Genomics and Gene Expression and Biological Chemistry); (Spring: Cell Biology; Development
and Regeneration and Mechanisms of Disease).

Some students may choose to enroll in the Biophysics and Systems Pharmacology (BSP) training area
Core course, instead of the BMS Core and some training areas will accept BSP Core as a substitute for
BMS Core. This will be decided on an individual basis and will depend on the student’s prior course
work. It is possible that some training areas will require that the student take all or part of BMS Core in
their second year, if they took the BSP Core in their first year. In such a case, the BSP Core may be
counted as elective credit.

Students in the Neuroscience Ph.D. program must complete the Neuroscience Core curriculum. See the
Neuroscience MTA section of this Handbook for details of that curriculum.

In exceptional cases, students who have had prior graduate level coursework relevant to a Core
Curriculum may seek exemption from a core course. Refer to Chapter 1: Policies, Procedures, and
Services for information about course waivers and transfer credits.

Seminars and Journal Clubs
Seminars and journal clubs are central to the educational program. The opportunities to regularly
encounter scientists and build critical analysis and presentation skills are of major importance. All
students are required to participate in seminars and journal club activities during the entire duration of
their Program.

First-year students will fulfill the journal club requirement with Introduction to Journal Club (fall and
spring semesters) or Neuroscience Journal Club (NEU students) and will generally fulfill the seminar
requirement with the Dean’s Seminar (fall and spring semesters). They are encouraged to attend
additional seminars and journal clubs in areas of their particular interest or in areas that they wish to
explore.

Advanced students are expected to participate in the journal club and seminar activities of their MTAs
and to participate in laboratory journal clubs and departmental seminars that are recommended by their
dissertation advisor.

Teaching
There is no program-wide teaching requirement, but many students seek to take advantage of the
opportunities to teach in a variety of modes and settings either because it enforces the mastery of core
material, is intrinsically rewarding or because it is a major part of their career plans. Teaching
opportunities include: teaching assistantships for the Core courses; teaching assistantships for additional
Medical and Graduate School courses; one-on-one tutoring opportunities for graduate or medical
courses; tutoring and special teaching programs at the Life Sciences Secondary School with which
ISMMS has a special relationship; student mentorships in the RCR course; and student mentorships in
the Introduction to Journal Club course.

Advancement to Candidacy
Students will automatically be advanced to candidacy after all the General Program Requirements, the
Advanced Coursework for the MTA, and the Thesis Proposal Exam have been successfully completed.
Students who leave the program after having successfully defended their thesis proposal are eligible for
the Masters of Philosophy degree.
Thesis Proposal and Dissertation Defense/Seminar

Registration/Scheduling
Successful passage of the Thesis Proposal should be completed by the end of the fourth semester (June 30th) for PhD students, and by the end of the sixth semester (June 30th) for MD/PhD students. To schedule the Thesis Proposal (or re-examination), or the Dissertation Defense and Seminar, the dissertation advisor and the student should check the proposed date and time with the Examination Committee members before submitting the appropriate Registration Form to the Registrar’s Office. The student needs to submit an official Registration Form, with the appropriate signatures, to the Graduate School for approval, at least 4 weeks before the scheduled dates of these Examinations. Failure to register in a timely manner may result in the cancellation of the Examination. If a student does not register for an Examination that is conducted, the Graduate School reserves the right to require a re-examination or to require a notarized statement from the student and the Examination Committee certifying the number of times the student has been examined. The Registrar’s Office will forward the appropriate official Voting Form to the Chair of the Examination Committee. This Form has to be signed and returned immediately following the Thesis Proposal (or re-examination), or Dissertation Defense to the Graduate School Office. If the Committee determines that a re-examination must occur, or that revisions must be made to the Thesis Proposal, the details, including a deadline within the allowable time, must be attached to the Voting Form. This information should also be communicated to the student, in writing. In the case of the Defense, if there are revisions to be made, the Graduate School Office will forward the appropriate Revisions Form to the Chair of the Committee.

No extensions will be granted except under extenuating circumstances. Requests for extensions of established Examination deadlines should be made at least one month prior to that deadline. Request for an extension should be made by completing the Thesis Proposal - Request for Extension form and turning it in to the Senior Associate Dean for Student Affairs; final decision are made by the Dean of the Graduate School. Students who fail to meet the Examination deadlines will be placed on academic probation.

Thesis Proposal
The Thesis Proposal consists of the presentation, written and oral, of a research proposal that is based on the thesis work already begun by the candidate.

The Research Proposal
A. Is based on the student's own work, not that of the dissertation advisor
B. Should allow the student to organize his/her thoughts and plans and place them in perspective
C. Should allow the dissertation advisor and the student's Advisory Committee to assess the level of scientific sophistication of the student
D. Should provide both the student and the Committee a measure against which to determine subsequent progress.
E. The Committee should evaluate the student’s ability to:
   a. evaluate and synthesize relevant literature
   b. articulate and elaborate on the aims
   c. show and evaluate preliminary data
   d. discuss experimental design as it applies to work planned.

The Written Document
The written document must be in the format of an NIH F30/31. As such, the document should not exceed 7 pages, excluding references. The Thesis Proposal must be submitted to the Thesis Proposal
Review Committee at least two weeks in advance of the Oral Presentation. When writing your Thesis Proposal, it should contain:

A. Specific Aims (1 page): Describe the hypothesis(es) you are testing. What are your research objectives? What conclusions could be made from your findings? Be concise, clear and logical. Provide an approximate timetable for accomplishing these aims. Your aims are the test of your hypothesis

B. Research Proposal (7 pages): The research proposal portion typically includes the following sections -

a. The research plan should begin with a clear statement of the scientific premise. The purpose of this will be covered in the Rigor and Reproducibility course in Year 1.

b. Background/Significance: Provide a critical review – evaluate, don't just cite! – of the most pertinent work that raised the question you are answering, spawned the idea for your plans, made your approach feasible, etc. Critically evaluate what others have done. How does your dissertation relate to other problems or areas of biomedical sciences and/or contemporary biology? Identify those concerns. Explain how your hypothesis and planned accomplishment fit. This is an opportunity to relate your plans to the ongoing tradition in science and explain why your work is important.

c. Preliminary Studies: Describe what you have already accomplished. Where appropriate, provide data, even if preliminary. You do not need an enormous amount of preliminary data; it is far better to take this Examination near the beginning of the project. Explain how these results fit in with your plans.

d. Research Design and Methods: Describe the primary techniques you will use. Critique them - exactly what will they show? With how much assurance? How will you evaluate them? What kinds of artifacts have been observed or could be expected? Are the methods adequate to test your hypothesis(es)? Can other procedures be applied to achieve the same goals? Why are yours better?

e. Literature Cited: Not included in the page limit.

C. Formatting Instructions:

a. Font: Use single-spaced, 11-point Arial font. (A Symbol font may be used to insert Greek letters or special characters; the font size requirement still applies.)

b. Page Margins: Use at least one-half inch margins (top, bottom, left, and right) for all pages.

D. Figures, Graphs, Diagrams, Charts, Tables, Figure Legends, and Footnotes: You may use a smaller type size but it must be in a black font color, readily legible, and follow the font typeface requirement. Color can be used in figures; however, all text must be in a black font color, clear and legible.

The Oral Presentation

The written proposal must be submitted to the examining committee at least 2 weeks prior to the defense. Since the Committee members will have read the written document before this presentation, the student should use this opportunity to give a brief summary of the particulars of the research and the proposal. This presentation should not be a reiteration of the written proposal and should be limited to 20 minutes, a time limit that should be enforced by the Chair of the Committee. Prior to the presentation, the student should discuss, with the Chair of the Committee, whether s/he would prefer uninterrupted presentation vs. one in which questions will be asked as they arise during the presentation. If the latter is chosen, the 20-minute time limit does not apply. If the former format is chosen, there will be a questioning period following the presentation.
In either case, the student should be able to answer questions about the specifics of the proposal as well as general knowledge of the field as related to the proposal. The student should be able to defend the rationale for the particular approach(es) being used and explain how this will answer the questions being asked. Potential problems should also be anticipated with alternative approaches that could be used. Students will not be expected to defend these alternatives in great detail.

**N.B.**

- The proposal should be written by the student, not the dissertation advisor. It is the role of the dissertation advisor to guide the student in preparing a coherent, intelligible document to be distributed to the members of the Thesis Proposal Committee. However, the dissertation advisor should also ensure, to the best of her/his ability, that the proposal is an original document and that the language of the proposal is that of the student. Ultimately, it is the responsibility of the student to provide an acceptable document.

- The whole proposal should be in the best traditions of scholarship, e.g., identify sources, balance your presentation by including conflicting data and counter arguments, etc. The proposal should convince the Committee that the dissertation project is reasonably important and practicable.

- A student should not present tables that are not entirely his/her own work, unless this is unavoidable because the data are necessary to develop the story. In that case, the precise contribution of the student must be made clear and appropriate attribution should be made.

- Detailed methods should not be presented for work not actually conducted by the student, including work done by the Core Facilities or other colleagues; such presentations convey the impression that the student actually carried out the procedures.

**The Committee**

The Thesis Proposal Committee is composed of at least 4 members. Members of the student’s Advisory Committee serve on the Thesis Proposal Committee and may appoint additional Committee members, subject to the approval of the MTA Director and the Dean. Committee members should represent a breadth of scientific interests related to the students’ specific area of study. Faculty members who have directly collaborated on the project, who have co-authored papers or abstracts with the student (except for rotation work that is unrelated to the current project), or who have been substantially involved in supervising the work, cannot serve on the Committee. The mentor of the candidate cannot be a member of the Committee (see below).

The Chair of the Committee shall be a senior faculty member of that MTA designated by one of the Co-Directors of the candidate’s Multidisciplinary Training Area. The Chair of the Committee must enforce all rules of the Examination, including those pertaining to the role of the dissertation advisor, as outlined below.

The student's thesis adviser may be present during the questioning phase of the Thesis Proposal Defense; however, the adviser MUST remain silent during the question period. Committee members must not direct questions to the dissertation advisor, and s/he must not answer questions directed to the student.

In addition, each student is strongly encouraged to discuss the expectations of the MTA Co-Directors as they develop their Thesis Proposal. When the student has written the Thesis Proposal, it should be submitted to each member of the Committee at least ten days before the scheduled presentation. Committee members may reschedule the Examination if not given the appropriate amount of time to prepare. The Chair of the Committee should poll the Committee members prior to the presentation to determine if there are major concerns with the written proposal that would warrant a postponement of the presentation. In the event of a postponement, the Graduate School must receive written notification from the Chair of the Committee of the postponement at least two days prior to the scheduled presentation, with a new scheduled date. A presentation will be recorded as “Unsatisfactory” if the Graduate School does not receive this notification in time (see further details under ‘deadline’ section).
The thesis adviser should give a summary of the student's progress at the beginning. All committee members should be present for this summary, and the student should not be present. Following the question period, the student and thesis adviser should leave the room to allow the committee to discuss the exam results and vote in their absence. Following the discussion phase, the student should re-enter the exam room WITHOUT the adviser for a private conversation with the committee. The student will then be asked to leave and the advisor will be invited to have a private conversation with the committee as well. Finally, the student and advisor will meet with the committee together for a discussion of the student’s performance and the Chair of the Committee will discuss the Committee’s decision at that time. If the Committee determines further work necessary, the Chair will provide this information, in writing, to the student. A copy of this memo, detailing conditions and deadline, must accompany the Voting Form, which should be returned to the Graduate School Office within two days of the proposal presentation. The Chair of the Committee will report the discussion to the dissertation advisor.

It is possible for a Committee to consider a student’s performance satisfactory for the oral presentation of the work achieved and work planned, but still consider the written proposal to be inadequate (in detail, style, citation quality, figure/table/legend presentation, etc.). The student may only be permitted one re-take the oral presentation, but the Committee may ask for as many revisions of the written proposal as are necessary to achieve a satisfactory proposal. This process can occur under the supervision of a subcommittee and must be completed before the student can be advanced to Candidacy.

**Deadline**

All PhD students must complete the Thesis Proposal by the end of their fourth semester in the Program. MD/PhD students must present the Thesis Proposal by the end of the sixth semester in the Program. If a student fails to meet this deadline, he/she will automatically be placed on **Academic Probation**. If Academic Probation is not removed by the end of the next semesters, the student will be dismissed from the program. Under extenuating circumstances, students may request an extension of this deadline by submitting the appropriate form to the Dean of the Graduate School prior to the deadline for successful completion of the Thesis Proposal.

The student whose Thesis Proposal is deemed unsatisfactory will usually be given one opportunity to address the particular area(s) of weakness. The conditions and timing for a re-presentation must be established at the time of the initial presentation. However, it must occur within 4 months of the initial presentation. The information concerning a re-presentation should be communicated to the student and the Graduate School Office, in writing, within two days of the initial presentation. If the student (with support of the mentor) wishes to change the membership of the Re-Examination Committee from that of the Examination Committee, s/he should discuss this with the MTA co-directors and/or the Dean of the Graduate School, prior to registration for the Re-Examination. In rare instances, the Committee may refuse the student the opportunity to redress the Proposal where students who have failed to show sufficient research progress and ability.

**Dissertation**

Copies of earlier successfully completed Program Dissertations are available for review in the Levy Library. Guidelines for the dissertation deposit can be found on Graduate School Forms website.

**Content**

A student should not present tables or figures that are not entirely his/her own work unless this is unavoidable because the data are necessary to develop the story; in that case the precise contribution of the student must be made clear. Detailed methods should not be presented for work not actually conducted by the student, including work done by the Core Facilities or other colleagues; such presentations convey the impression that the student actually carried out the procedures.

Students who wish to use published manuscripts as the backbone of their dissertation text (“compilation format”) may do so under the following circumstances:

- a general introduction, literature review, and summary are written for the dissertation
permission to use the published paper as a dissertation chapter is obtained from the relevant publisher the publication represents both the scientific work and writing of the student

the student must be the first author on papers used. Thus, no two students may use the same publication, and it is expected that both dissertation advisor and student will be honorable in renouncing this format when contributions by multiple co-authors make the specific contribution of the student unclear. A Committee might challenge a dissertation on this basis.

multi-author publications must be accompanied by a precise list of all work not actually performed by the student. Even better, those experiments not conducted by the student should be edited out of the dissertation chapter and just cited

the student must have had a major role in writing the manuscripts (this should be certified by the dissertation advisor). If the student did not do the earlier writing, the work should be rewritten by the student for the dissertation.

If a published paper is used in the dissertation, copyright approval must be secured from the Journal. A note should be made on the paper indicating that copyright approval was granted. A paper that has been submitted, but not yet accepted, can be used. But a note should be made on the paper that it was used in a dissertation as partial requirement for the fulfillment of the PhD degree.

The thesis must contain a Statement of Authorship page which is available on the forms website.

The Committee
The Dissertation Committee is composed of five members, including the mentor, who must be a silent observer during the Defense by the student. There must be four voting members on the Committee. Two members will be experts in the field of the student’s work but they cannot be collaborators of the mentor. One member should be from outside the field of the project. One additional reviewer, who shall not be a faculty member of ISMMS, will be appointed. This “outside” examiner may not have been an active collaborator in the student’s work. Additional faculty, such as collaborators of the mentor, may be included as non-voting members on the committee. Non-voting Committee members, including faculty from ISMMS, are those who have:

- directly collaborated on the project
- co-authored papers or abstracts with the student (except for rotation work that is unrelated to the dissertation project)
- been substantially involved in supervising the work.

If the student has two dissertation co-advisors, both may be present and both must be silent observers during the Defense.

The Training Area directorship and the Graduate School Dean must approve the Committee roster, and the former will appoint a senior member of the Committee, other than the dissertation advisor, to serve as Chair of the Committee. The Dean will invite the outside examiner to sit on the Dissertation Committee and will outline the duties of the reviewers and of the Committee.

When the student has completed the written dissertation document, it must be read and approved by the Dissertation Committee. The student should submit the Dissertation to each member of the Committee as early as possible, but no later than two weeks before the Defense. Committee members may reschedule the Examination if not given the appropriate amount of time to prepare for it. The Committee shall meet with the student for an oral Defense of the Dissertation. Before the final scheduling of the Defense, it is wise to obtain the Committee’s approval that the work is complete and appropriately presented. The student must register for the defense with the Registrar and the Dissertation Defense and Seminar Registration form along with the Voting form may be obtained from the Graduate School office. The student must include with the written document the Statement of Authorship page.
Revisions and additional experimental work might be requested by the Dissertation Committee. In either event, the Committee will decide and indicate in writing whether the whole Committee needs to be reconvened to consider the new draft or whether a subcommittee (or just the chair of the Committee) may approve the revised draft.

The mentor may apply to the Graduate School for reimbursement (up to $450) to defray travel expenses for the “outside” examiner. A letter of request, from the dissertation advisor, for the honorarium should be submitted to the Graduate School Office. The letter should include the name of the examiner, his/her social security number and mailing address. If the funds are being used to defray the cost of travel, original receipts should be sent with the letter of request. We will prepare and submit the check request. Unless otherwise instructed, the check will be sent directly to the examiner. If the dissertation advisor/department is covering a portion of the travel expenses, the letter of request should be sent with a check request (and original receipts), prepared by the dissertation advisor/department, indicating the amount and fund number (with appropriate signature) for the portion covered by the dissertation advisor/department. The Graduate School will complete the request and forward it to Accounts Payable. Unless otherwise instructed, the check will be sent directly to the examiner.

The Defense and Seminar
In addition to the closed session for the oral Defense, each student must present a 45-60 minute seminar on his/her work, open to the ISMMS scientific community. It is the student's and dissertation advisor's responsibility to appropriately announce the seminar to the "public", e.g., via email, at least four weeks prior to the seminar. If the seminar is presented before the oral defense, the examiners should be invited to the seminar, but should be asked to refrain from asking questions, except those that will lead to making the seminar more interactive with the rest of the audience. More intensive questions will be asked in the actual private defense. Note: It is the student’s responsibility to check with the particular MTA for the scheduling format of the Defense and Seminar.

Dissertation Deposit
Students should read the Doctoral Thesis Deposit Instructions which can be found on the Graduate School Forms website.

Once a student has successfully defended the dissertation, makes all relevant revisions, and is ready to deposit the Dissertation, s/he should deposit the dissertation electronically according to the instructions in Doctoral Thesis Deposit Instructions document, available from the Library or on the web. Students should submit the Dissertation Defense – Student Checkout form before depositing the dissertation. Failure to do this can result in a delay of the student’s graduation.

Students who leave the programs with a Master of Philosophy degree are not required to deposit their thesis with the Levy Library.

The dissertation may be deposited at any time during the year, but the following deposit deadlines and enrollment requirements determine the date of the degree.

<table>
<thead>
<tr>
<th>For the degree to be awarded:</th>
<th>You must deposit by:</th>
<th>And be enrolled during the:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 30</td>
<td>September 15</td>
<td>Preceding Spring semester</td>
</tr>
<tr>
<td>January 31</td>
<td>January 15</td>
<td>Preceding Fall semester</td>
</tr>
<tr>
<td>May (ISMMS graduation date)</td>
<td>April 15</td>
<td>Current spring semester</td>
</tr>
</tbody>
</table>

The degree is awarded on September 30, January 31, or the date of ISMMS’s annual Commencement in May. Students depositing by the January or April deadline will receive their diploma at Commencement. Those students who have a dissertation or thesis defense scheduled between Those students who have a dissertation or thesis defense scheduled between April 16th and June 15th MAY be eligible to participate in the spring Commencement ceremony even though they have not met the April 15th thesis/dissertation deposit deadline. In cases where a student is allowed
to participate, he/she will not receive a diploma at graduation. After a successful defense, a diploma will be awarded on the next date that degrees are conferred (September 30th, of January 31). Only students in good academic standing will be offered this courtesy. In this case, good academic standing means that all coursework has been completed with passing grades and the student’s mentor/committee fully expect the student will successfully defend his/her thesis/dissertation prior to June 15th. If either of these criteria is not met, the student will not be allowed to participate in the spring graduation ceremony.

Additionally, any student whose written document or oral defense was not acceptable to their committee will not be allowed to participate in Commencement until after successfully defending and depositing.

By March 1, students must notify the Registrar of their intent to deposit their thesis on or before the April or September deposit deadlines in order to be included in the Commencement exercises of that year. Commencement information will be sent during the spring semester to the student’s ISMMS email address recorded with the Graduate School Office.

If a student fails to deposit their thesis by the end of their seventh year in the PhD program (6th PhD year for MD/PhD students), their dissertation advisor must petition the Dean of the Graduate School in writing for permission to extend their student status. The petition must include a timetable for completing the dissertation and must also be signed by the student.

It is the dissertation advisor's responsibility to inform the Graduate School Office, in a timely manner, the expected date that financial support will be terminated.

PhD students can maintain student status, with the stipend and health benefits covered by the dissertation advisor, after the defense, according to the following timetable:

<table>
<thead>
<tr>
<th>Defense result</th>
<th>Student status can be maintained up to</th>
</tr>
</thead>
<tbody>
<tr>
<td>No revisions</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Minor revisions</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Major revisions</td>
<td>8 weeks</td>
</tr>
</tbody>
</table>

Exceptions to this schedule will only be considered under extenuating circumstances. The dissertation advisor must request this in writing to the Dean of the Graduate School.

Program Alumni
ISMMS is proud of its alumni. Most of the students who complete the PhD program pursue a postdoctoral research-training period before entering a more permanent position and most of the MD/PhD graduates complete a residency and/or fellowship. The faculty of the program actively assists and guides the students in identifying an optimal position.

After the immediate postdoctoral work, our graduates have gone on to a gratifying array of research positions in academic, medical, and industrial settings. Alumni of ISMMS’s Graduate School, both PhD and MD/PhD, hold faculty positions at colleges and universities around the country, including Barnard, City University of New York, Columbia University, Cornell Medical School, Duke University, Einstein College of Medicine, Harvard, McGill University, Medical College of Virginia, ISMMS, New York Medical College, New York University, New York University College of Medicine, Northwestern, Ponce School of Medicine (Puerto Rico), Rutgers University, St. Joseph College, SUNY Upstate, Tuskegee Institute, UC Davis, UCLA, University of Colorado Medical Center, University of Connecticut, University of Indiana, University of Massachusetts, University of Medicine and Dentistry of New Jersey, University of Minnesota, University of North Carolina, University of Pennsylvania, University of Pittsburgh, University of Texas, University of Washington, Williams College, and Yale...
University. Several of our alumni are working in distinguished research institutes such as the National Institutes of Health and Fox Chase. Our alumni are similarly well represented in research laboratories of major pharmaceutical and other industrial firms, such as Advanced Tissue Sciences, Alliance Pharm, Amgen, Astra, Bristol-Myers Squibb, Dupont-Merck, Eli Lilly, Enzon, Inc., Genetix Pharm, Hewlett-Packard, Immunomedica, Incstar, Metpath, Novartis, Oncogene Science Inc., OrthoBiotec, OrthoLogic, Otsuka-America Pharm, Proctor & Gamble, Schering-Plough, Sephcor, Smith-Kline Beecham Pharm, Trophix Pharm and Wyeth-Lederle. In addition, ISMMS graduates have gravitated towards science writing, patent law, business aspects of science, and public policy areas. Some of the students who complete the PhD program at ISMMS find that their interests have become clinically oriented. For such students, the natural next step is sometimes medical school. A number of our PhD alumni have accordingly gone on to excellent medical schools, including ISMMS, ultimately pursuing careers in academic medicine.

The Graduate School maintains a close relationship with its graduates. Periodically, alumni return to participate in teaching or seminar activities. They join us during site visits and retreats and report on their activities with enjoyable regularity. The Graduate School alumni are invited to join the Associated Alumni of the Mount Sinai Medical Center, and they receive a quarterly bulletin that includes alumni and institutional news. The Graduate School alumni helped establish an emergency fund to help current students in the event of an emergency financial need. They have also been helpful in bringing job opportunities at their current institutions to the attention of our students and more recent graduates.

The Graduate School has developed an online alumni database for its PhD and MD/PhD graduates. Alumni can view their information and update it as often as it is needed.

Alumni Association Membership
The ISMMS Alumni encompasses graduates of the Medical School and the Graduate School of Biomedical Sciences, former interns, residents and fellows, as well as past and active members of the basic science and clinical faculty. The association is dedicated to promoting enduring relationships among members, furthering ISMMS’s educational and charitable endeavors, and promoting scholarship for students and physicians-in-training. Senior students will be asked to enroll in the association upon graduation, and will receive all benefits of membership, but will not be expected to become dues-paying members of the Alumni Association until postgraduate training is completed. The Student Council selects a member to serve as student liaison to the Alumni Executive Board; however, student input and participation in alumni-sponsored programs and activities is always encouraged. The Alumni Office is located in the plaza of the Annenberg Building. Students are welcome to visit the office at any time to speak with staff.

General PhD Program Requirements
The maximum time limit for the completion of all requirements for the PhD degree is seven years. PhD students must defend and deposit the dissertation by June 30 of the seventh year in the Program. Students who do not deposit by April 15 will participate in the graduation ceremony of the following year. All students must be full-time. All students are required to develop a research project, under the supervision of one or more faculty members, which results in a thesis that reports the new findings, and is presented, defended and deposited. All students must successfully complete all other degree requirements that are part of the training program. The choice of the research laboratory, through a series of laboratory rotations (BSR1006 and BSR1007) and academic credit for the thesis project (BSR8000 and BSR9000) are part of each student’s academic program.

First Year
Satisfactory completion of the initial General Program Requirements (i.e., excluding advanced coursework and seminars) will be evaluated at the end of the first year in the Program:
General Program Requirements

<table>
<thead>
<tr>
<th>Core</th>
<th>Course Title</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Sciences Core</td>
<td>BMS-1 (Fall)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intro to Journal Club 1 (Fall)</td>
<td>Attendance in all sessions is mandatory</td>
</tr>
<tr>
<td></td>
<td>BMS-2 (Spring)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intro to Journal Club 2 (Spring)</td>
<td>Attendance in all sessions is mandatory</td>
</tr>
<tr>
<td>Systems Biomedicine Core</td>
<td>Systems Biomedicine (Fall)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quantitative Graduate Physiology (Spring)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Structural and Chemical Approaches to Pharmacology and Drug Discovery (Spring)</td>
<td>Select two of the three courses</td>
</tr>
<tr>
<td></td>
<td>Systems Biology: Biomedical Modeling (Spring)</td>
<td></td>
</tr>
<tr>
<td>Neuroscience Core</td>
<td>Unit 1: Systems Neuroscience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit 2: Cellular and Molecular Neuroscience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit 3: Behavioral and Cognitive Neuroscience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit 4: Pathophysiology of Neurological and Psychiatric</td>
<td></td>
</tr>
<tr>
<td>Other Courses</td>
<td>Biostatistics for the Biomedical Researcher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responsible Conduct of Research</td>
<td>Attendance and participation in all sessions is required</td>
</tr>
<tr>
<td></td>
<td>Laboratory Rotation</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Standard for the Core Curriculum**

In order to successfully complete the Core Curriculum, the student must achieve an average grade of at least B (3.0) in the Core course(s). Details about calculating GPA are provided in Chapter 1, section entitled "Academic Policies and the Registrar's Office".

NB The GPA is computed to two decimal points and is not rounded off.

Some MTAs require their students to take a Core III course. In such cases, Core III will then be weighted equally with the Biomedical Sciences course to determine if the student has achieved the required B (3.0).

Any student who fails to meet this requirement will be reviewed by the Graduate School’s Committee for Academic Review. Dismissal from the program is a possible consequence of this review.
CHAPTER 4 – M.D./Ph.D. Program

MD/PhD Program Description

Program Director

Margaret H. Baron, MD/PhD
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Associate Directors

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Program Coordinator

Bianca Taylor
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Program Goals/Objectives
The mission of the M.D./Ph.D. program is to train future altruistic and ethical leaders in science and medicine who are committed to making translational and transformative biomedical discoveries.

Program Website
http://icahn.mssm.edu/education/graduate-school/degrees-and-programs/md-phd-program

Program Description
The MD/PhD Program at ISMMS offers a select group of students the training required to pursue leadership opportunities in academic investigative medicine. The program offers each student diverse opportunities in an outstanding research environment that is integrated with a well-rounded, nationally acclaimed medical education. Our program has been continuously funded by the NIH’s Medical Scientist Training Program (MSTP) since 1977.
MD/PhD Program Requirements

Course Requirements

Medical School Year 1 (MD1)

Graduate School Courses:
A. Problem Solving in Biomedical Sciences (PSBS) – an MD/PhD Program-specific course taken during the summer preceding MD1.

B. Core Curriculum – All students must complete an MD/PhD Program-specific core curriculum concurrent with the first year of medical school. In the fall semester, the MD/PhD specific Biomedical Sciences for MD/PhDs - Fall is taken along with the medical school course Molecular, Cellular and Genomic Foundations (MCG). Graduate school credit will be for the MCG as part of the BMS for MD/PhD course. In the spring semester, students take Biomedical Sciences for MD/PhDs

C. Medical Scientist Grand Rounds (MSGR)

D. Responsible Conduct of Research (RCR) for MD/PhDs (alternatively can be taken in MD2)

Medical School Courses:
A. Register for all medical school year-1 courses.

Medical School Year 2 (MD2)

Graduate School Courses:
A. Medical Scientist Grand Rounds (MSGR)

B. Responsible Conduct of Research (RCR) for MD/PhDs (if not taken in MD1)

Medical School Courses:
A. Register for all medical school year-2 courses.

Graduate School Year 1 (MP1)

Graduate School Courses:
A. MTA-specific Seminar Series

B. MTA-specific Journal Club

C. Advanced Biostatistics (BIO6400) – students with strong backgrounds in biostatistics may take a placement test. A score of 85 or higher is required for a student to be excused from this course

D. Medical Scientist Grand Rounds (MSGR)

E. Advanced electives as per MTA requirements

F. Independent research

G. Thesis Proposal Exam - must be completed by June 30 of the sixth semester (year MP1).

Medical School Courses:
No medical school courses are taken at this time.

Graduate School Year 2 and beyond (MP2+)

Graduate School Courses:
A. MTA-specific Seminar Series

B. MTA-specific Journal Club

C. Advanced electives as per MTA requirements
D. Independent research or, once a student has passed the Thesis Proposal Exam, he/she will register for Doctoral Dissertation Research instead of Independent Research.

E. Medical Scientist Grand Rounds (MSGR) – required through the PhD years. Students writing their PhD dissertation may apply to the Director to be excused from this course.

Medical School Courses:
No medical school courses are taken at this time.

The PhD work is usually completed during the three to four years after the initial two years of the Medical School and Graduate School coursework. The student will complete the final clinical training component of the Medical School curriculum after the doctoral dissertation has been successfully completed. During the PhD phase, students are encouraged to build upon the pathophysiologic and clinical diagnosis material already mastered through continued clinical exposures, through participation in EHHOP and other activities.

Prior to Reentering Medical School Curriculum
During the final year of PhD phase, students will participate in an intensive Clinical Refresher Course. This will involve both inpatient and outpatient exposure with specially chosen clinical mentors. Students can take maximal advantage of the flexibility of timing for entry into the clinical clerkships to complete the total Program without “down time”, and also position the major clinical work in closest juxtaposition to the postgraduate residency training that most MD/PhD students elect after graduation.

MD/PhD students will not be permitted to begin the third year of the Medical School curriculum after the PhD period of work unless the dissertation is both defended and deposited. Rare exemptions could be granted based on approval by the MD/PhD Program Director. The responsibility for open, realistic and careful planning is shared by the student and dissertation advisor.

Medical School Years 3 and 4 (MD3 & MD4)
MD/PhD students who return to the third year of medical school must complete the same clinical requirements as other medical students during a period of two years that includes a significant amount of elective time. The clinical clerkships take advantage of ISMMS’s superb facility and the diversity of experience provided by our affiliated hospitals -- e.g. Elmhurst, Bronx VA, North General, Queens General, St. Barnabas-NJ, Englewood, Cabrini, etc. -- as well as in the community settings, physicians’ practice groups, and ISMMS’s own outpatient settings. That assignment is usually by lottery, but MD/PhD students who have a Program-related reason to request a specific rotation will be accommodated. Careful planning, in consultation with the clinical advisors and MD/PhD leadership, will afford students the smoothest transition back to clinical medicine. Some flexibility also exists so that elective time may be shifted to the beginning of an academic year to allow an MD/PhD student to finish up experimental or dissertation work. Thus, students may enter clerkships at various times until October. Many students will have completed the requirements without loss of any or a substantial amount of clinical elective time. They may, and often do, choose to spend some of that elective time in the laboratory, continuing offshoots of their projects. Other students have used a portion of their elective time during the final phase of the MSTP to explore research programs elsewhere, e.g., at the NIH. Students entering the fourth MD year should investigate the USMLE time limit set by some states for taking Step II. Students should check the USMLE website (www.usmle.org) for further details. MD/PhD students should refer to the Medical Student Handbook for further details on the USMLE, information on clinical career choices and residency programs.

Annual MD/PhD Retreat
Each year, the MD/PhD Program sponsors a Retreat. The retreat is planned by a committee led by students and MD/PhD Program leadership. The annual MD/PhD Retreat is held off site, during a weekend in the fall. Activities include a keynote address by an internationally prominent scientist, a State-of-the Program presentation by the MD/PhD Program Director, an alumni discussion panel, a
poster and oral platform session, and small group breakout sessions focused on issues relevant to specific stages of training (preclinical, graduate, clinical). Ample time is set aside for recreational activities such as hiking, bike riding or swimming. Attendees at the Retreat typically include the Program Directors, faculty involved in MD/PhD education, alumni and students.

Milestones

**MSTP milestones by year**

**Summer before Year 1**

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Identify first laboratory rotation before arrival (Director's approval required) and complete laboratory rotation agreement</td>
<td>June 15 (before matriculation)</td>
</tr>
<tr>
<td>❑ Assignment of pre-clinical advisors</td>
<td>June 15</td>
</tr>
<tr>
<td>❑ Meet with Faculty Advisor</td>
<td>August 1</td>
</tr>
<tr>
<td>❑ Meet with MTA director</td>
<td>August 1</td>
</tr>
<tr>
<td>❑ Laboratory Rotation Presentation; complete laboratory rotation evaluation with summer mentor</td>
<td>Early Aug (date varies)</td>
</tr>
</tbody>
</table>

NOTE: Vacation is taken before starting in program

❑ Problem Solving in Biomedical Science (PSBS) course (summer)

❑ First laboratory rotation (summer)
## YEAR 1 – MD1

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>InFocus 1 First Year MD/PhD summer rotation planning meeting</td>
<td>October (date varies)</td>
</tr>
<tr>
<td>Meet with Director to discuss progress and rotation choices for upcoming summer (Dec 1 – Jan 31)</td>
<td>Feb 1</td>
</tr>
<tr>
<td>Identify second/third rotations (Director’s approval required) and complete laboratory rotation agreement</td>
<td>March 1</td>
</tr>
<tr>
<td>Spring Preclinical Advisor/MTA director meeting, discuss and submit Individual Development Plan for MD/PhDs (IDP for MD/PhD)</td>
<td>May 1</td>
</tr>
</tbody>
</table>

## Required Courses and Events

- Annual MSTP Retreat
- Medical school courses
- Biomedical Sciences (BMS) for MD/PhD Fall/Spring Courses
- Responsible Conduct in Research (RCR) (may be taken during MD1 or MP1)
- Rigor and Reproducibility (R&R) (may be taken during MD1 or MP1)
- Medical Scientist Grand Rounds (MSGR) ~8 sessions per year
## YEAR 2 – MD2

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Second and Third Laboratory Rotations/ Laboratory Rotation Presentation</td>
<td>Early Aug</td>
</tr>
<tr>
<td>Fall Preclinical Advisor meeting</td>
<td>November 1</td>
</tr>
<tr>
<td>Dinner meeting with Director and PhD phase students to discuss preparation for USMLE Step 1</td>
<td>Mid-Feb (date varies)</td>
</tr>
<tr>
<td>Meet with Director to discuss selection of PhD mentor (Sept – Feb)</td>
<td>Feb 15</td>
</tr>
<tr>
<td>Submit form to Declare MTA / mentor (Director’s approval required)</td>
<td>March 1</td>
</tr>
<tr>
<td>Spring Preclinical Advisor meeting, discuss and submit Individual Development Plan for MD/PhDs (IDP for MD/PhDs)</td>
<td>May 1</td>
</tr>
<tr>
<td>Take USMLE Step 1</td>
<td>June 30</td>
</tr>
</tbody>
</table>

### Required Courses and Events

- Complete second/third rotations (summer between first and second year)
- Summer vacation: 2 weeks after Rotation Presentation day (end of rotations)
- Medical school courses
- Annual MSTP Retreat
- Biostatistics (can also be taken in MP1); waiver Exam optional (grade 85 or above = pass)
- RCR (might have been taken in MD1)
- MSGR ~ 8 sessions per year
<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>◼ Start in lab</td>
<td>July 15</td>
</tr>
<tr>
<td>◼ With PhD mentor, identify and invite Advisory Committee members (check with MTA Co-Directors for guidelines) by end of summer</td>
<td>Aug 30</td>
</tr>
<tr>
<td>◼ Annual MSTP Retreat – abstract required, poster presentation encouraged</td>
<td>Sept. 1 (abstract)</td>
</tr>
<tr>
<td>◼ Organize and meet with thesis committee <em>at least once</em> prior to thesis proposal exam.</td>
<td>Oct - Mar</td>
</tr>
<tr>
<td>◼ Individual Development Plan for MD/PhDs <em>(IDP for MD/PhDs)</em></td>
<td>May 1</td>
</tr>
<tr>
<td>◼ Thesis Proposal Exam</td>
<td>June 30</td>
</tr>
<tr>
<td>◼ Thesis Advisory Committee Meetings: 1 per semester following thesis proposal exam</td>
<td>Fall-Spring</td>
</tr>
<tr>
<td>◼ Consideration of submission of F30/F31 application (strongly recommended)</td>
<td>Aug 8 / Dec 8 / April 8</td>
</tr>
</tbody>
</table>

**Required Courses and Events**

- ◼ Summer vacation: 2 weeks following STEP I (mentor begins to pay stipend after the 2-week vacation)
- ◼ MTA-specific courses
- ◼ MSGR ~8 sessions per year
- ◼ Responsible Conduct in Research (RCR) (if not already taken)
- ◼ Rigor and Reproducibility (R&R) (if not already taken)
- ◼ Thesis Advisory Committee Meeting (twice per year)
- ◼ **Thesis Proposal Registration** (at least 4 weeks prior to Thesis Proposal Exam)
- ◼ Thesis Proposal Exam by June 30 (extension requires MSTP Director approval)
- ◼ If applying for F30/F31: request Program Description letter from MSTP Director
### YEAR 4 – MP2

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deadline</th>
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</thead>
<tbody>
<tr>
<td>☐ Annual MSTP Retreat – abstract, poster presentation required</td>
<td>Sept 1 (abstract)</td>
</tr>
<tr>
<td>☐ Review and revise <a href="#">IDP for MD/PhDs</a></td>
<td>May 1</td>
</tr>
<tr>
<td>☐ Thesis Advisory Committee Meetings 1 per semester</td>
<td>Fall-Spring</td>
</tr>
</tbody>
</table>

#### Required Coursework and Events

- Advanced MTA coursework
- Thesis Advisory Committee Meeting (twice per year)
- MSGR ~8 sessions per year
- If applying for or resubmitting F30/F31: request Program Description letter from MSTP Director
- Submit F30/F31 application (new or resubmission, strongly recommended)
- 2 weeks of vacation to be arranged with mentor

### YEAR 5 – MP3

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>☐ Annual MSTP Retreat – abstract, poster presentation required</td>
<td>Sept 1 (abstract)</td>
</tr>
<tr>
<td>☐ Review and revise <a href="#">IDP for MD/PhDs</a></td>
<td>May 1</td>
</tr>
<tr>
<td>☐ Planning Meeting for MD3 Re-entry (for MP3 and MP4 students and mentors)</td>
<td>September 15</td>
</tr>
<tr>
<td>☐ Thesis Advisory Committee Meetings 1 per semester</td>
<td>Fall-Spring</td>
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</tbody>
</table>

#### Required Coursework and Events

- Advanced MTA coursework
- Thesis Advisory Committee Meeting (twice per year)
- MSGR ~8 sessions per year
- Possible early PhD Thesis defense (if so, refer to MP4 instructions)
- 2 weeks of vacation to be arranged with mentor
## YEAR 6 – MP4

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Annual MSTRP Retreat – abstract, poster presentation required; oral presentation by ~4 students (invited)</td>
<td>Sept 1</td>
</tr>
<tr>
<td>Planning Meeting for MD3 Re-entry (for MP3 and MP4 students and mentors)</td>
<td>Sept 15</td>
</tr>
<tr>
<td>Thesis Committee Meeting to discuss thesis defense, review and revise IDP for MD/PhDs</td>
<td>Dec 15</td>
</tr>
<tr>
<td>January Re-entry Planning Meeting</td>
<td>End of Jan (date varies)</td>
</tr>
<tr>
<td>Meeting Faculty Advisor for Re-entry planning</td>
<td>During month of Feb</td>
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<tr>
<td>Lottery Planning Meeting</td>
<td>End of Feb (date varies)</td>
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<tr>
<td>Enter lottery</td>
<td></td>
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<tr>
<td>Elective registration</td>
<td>TBD</td>
</tr>
<tr>
<td>Register for Clinical Refresher Course</td>
<td>End of Feb (date varies)</td>
</tr>
<tr>
<td>Schedule PhD Thesis defense (strongly encouraged that the defense take place prior to April 1)</td>
<td>May 1</td>
</tr>
<tr>
<td>Deposit Dissertation</td>
<td>June 15</td>
</tr>
<tr>
<td>InFocus6 (formally known as Clinical Skills Week) - full time re-entry into MD3</td>
<td>Last week of June (date varies)</td>
</tr>
</tbody>
</table>

### Required Courses and Events

- Advanced MTA coursework
- Thesis Advisory Committee Meeting (twice per year)
- MSGR ~8 sessions per year
- Prepare for reentry to medical school
- PhD Thesis defense
- Clinical Refresher Course (April through first week of June)
- Note: please schedule 2 weeks of vacation mid-June (between end of Clinical Refresher and start of InFocus6)
<table>
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<tr>
<th>Milestone</th>
<th>Deadline</th>
</tr>
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<tbody>
<tr>
<td>Review and revise IDP for MD/PhDs with MSPE meetings</td>
<td>May 1</td>
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</table>

**Required Courses and Events**

- MD3 clerkships
- Collect letters for Residency Applications
- Spring: meet with Faculty Advisor re: MSPE and MD4 planning
- Compile materials for MSTP Director letter meeting (CV/biosketch, IDP, description of research, optional: mentor letter)
- MD4 Schedule Planning
- Elective planning and registration
- Registration for USMLE Step 2
  - Note: in order for your MSPE to indicate your name as Dr., you need to have deposited your thesis by June 15 of the summer prior to MSPE release.
YEAR 8 – MD4

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Meet with MSTP Director for Research letter component of MSPE (May-July)</td>
<td>July 15</td>
</tr>
<tr>
<td>Review and revise <a href="#">IDP for MD/PhDs</a> / Exit Survey</td>
<td>May 1</td>
</tr>
</tbody>
</table>

Required Courses and Events

- USMLE Step 2 CS and CK (summer between year 7 and 8)
- Meet with faculty advisor re: MSPE (Spring/Summer)
- Collect letters for Residency applications (if applying)
- Meet with MSTP Director to discuss content of MSTP Research letter for MSPE
- Write personal statement for Residency applications
- Assemble and submit residency applications
- MD4 clerkships and electives
- Residency Interviews
- Match (March)
- Reception for graduating MSTP students
- Participate in panel discussion "Residency and Beyond" at MSGR (April)
- Commencement (mid-May)

Maximum Time to Degree
The maximum time limit for completion of all requirements for the PhD and MD degrees is ten years after matriculation into the MD/PhD Program.

Students who do not meet these deadlines will be subject to disciplinary action, up to and including academic probation and expulsion.

Graduation Requirements
- Complete a minimum of 72 graduate credits
- Maintain a minimum cumulative GPA of 3.0 and achieve a cumulative GPA of 3.0 for all of the Core Curricula. Complete all medical school courses and clerkships with a passing grade.
- Complete a written dissertation.
- Successfully defend the dissertation orally

MD/PhD Program Admissions
Icahn School of Medicine at Mount Sinai (ISMMS) is widely recognized for its excellence in education, basic and clinical research, patient care and service to our community. ISMMS Medical Scientist Training Program (MSTP; MD/PhD Program) is an NIH-funded program that attracts individuals of diverse backgrounds who have the ability and potential to become researchers, scholars, and medical
practitioners dedicated to excellence in their chosen career paths. Applicants for admission are considered based on their total qualifications. Factors considered include intellectual capability, academic achievement, motivation and potential for a career in the sciences, enthusiasm for shaping self-directed learning, personal maturity, and conformity to the School’s standards of character. All decisions are made on the basis of merit and without discrimination.

All offers of admission to ISMMS are provisional, pending receipt and evaluation of final transcripts. Transcripts must be sent directly from the appropriate Registrar's Office to the ISMMS Admissions Office. These and all other materials requested by the Registrar in conjunction with the admissions process must be received to complete a student's enrollment. Submission of false or misleading information in the application materials or in connection with the application process will be considered by the Admissions Committee and/or the Committee for Academic Review as grounds for withdrawal of the acceptance offer, dismissal, or rescission of degree.

Extramural applicants who have decided to pursue studies towards both degrees first apply to the ISMMS through the AMCAS application. They elaborate on their interest in the MD/PhD program on a supplemental application form and by submitting the research-oriented MD/PhD online application form as part of the Medical School application packet. In addition to the minimum subject requirements for admission to the Medical School, the applicant must have research experience and should have taken advanced courses in science (e.g., physical chemistry, genetics, biochemistry). The MD/PhD application form is the only written material that must be submitted in addition to the application materials to the Medical School. We require letters from research mentors in addition to the 3 letters required by the medical school (that may include a committee letter) and MCAT scores.

Based on the application materials, a group of highly qualified applicants will be selected for interview. Admission to the MD/PhD program requires acceptance by the MD/PhD Admissions Committee. An applicant may be admitted to the Medical School without being admitted to the MD/PhD Program.

Students who are considering graduate studies in addition to medical school, but who are not yet sure about matriculation into the MD/PhD program, may consider applying to the dual program during the first or second year in the medical school. Such students should identify themselves to the MD/PhD Program Director as early as possible.

The deadline for receipt of completed application packets is November 1 but early submission is highly recommended.

**Important Dates**

- June 1 – AMCAS application opens
- October 15 – AMCAS primary application deadline
- November 1 – MD/PhD supplemental application deadline
- Late October through mid-December – Candidate interviews
- Mid-January – Admissions decisions are made
- April 30 – Final matriculation decisions due
- End of June/Early July – MD/PhD
MD/PhD Program Details
For programmatic details pertaining to the PhD training phase of the MD/PhD program, refer to “Chapter 3 – Ph.D. Program”. For details regarding the MD phase of training, refer to the Medical Student Handbook.
CHAPTER 5 – Clinical Research Education Programs

Section 1: Clinical Research Education Program Description

Introduction
The Clinical/Translational Research Training Programs (CLR programs) of The Mount Sinai Graduate School of Biomedical Sciences are designed to foster the development of future leaders in patient oriented research. These training opportunities are intended to encourage the development of critical thinking necessary to conduct innovative hypothesis driven, independent and collaborative clinical/translational scientific research, in an effort to improve patient care and the wellbeing of society. In particular, we hope to enhance the research opportunities of clinical scientists as well as enhance the ability of basic scientists to better position themselves to translate the promise of their respective discoveries into the clinical arena, in a meaningful way with significant impact.

A rigorous curricular foundation designed to promote an in depth understanding of research methodologies and processes essential to translating the promise of scientific discovery into solving problems of disease is central to these educational initiatives, and forms the basis of our Certificate Program, Master of Science in Clinical Research, and Ph.D. in Clinical Research.

The Clinical Research Training Program (CRTP) is an introductory, 1 year, part-time certificate version of the MSCR program which includes the core coursework without a Master’s Thesis requirement or 2nd year research seminars and journal club.

The Masters of Science in Clinical Research (MSCR) is a 2 year program that provides an exceptional educational experience to outstanding health professionals, such as clinical / post-doctoral fellows, junior faculty, veterinarians, nurse Ph.Ds., allied health professionals, and other trainees (M.D., M.D./Ph.D., and 'basic science' Ph.D. students) with the knowledge, skills, and experience to successfully launch clinical and/or translational research-intensive careers. The MSCR has two main components: 1) graduate courses including biostatistics, epidemiology, research design, data analysis, informatics, bioethics and grant writing; and 2) a mentored clinical research project leading to a Master’s thesis. The program is designed to be completed in 2 years. However, coursework can be taken over a longer period of time.

Our students also have the option to specialize in our Translational Oncology track which is offered within the MSCR program and consists of the core MSCR classes in addition to specific courses in Translational Oncology

The Ph.D. in Clinical Research is designed for those outstanding candidates who are health professionals that desire a more intense educational experience to prepare them for a career in clinical or translational research. The program provides a strong didactic foundation combined with a mentored clinical research experience leading to a doctoral degree in Clinical Research.

Three tracks/training areas are offered within the Ph.D. in Clinical Research Program:

A. Translational Research: Bench to Bedside

B. Clinical Trials Research

C. Population, Outcomes and Implementation Research

Within the context of these specific tracks, students may choose to develop an area of concentration or focus, developing specific expertise in:

♦ General Clinical Research
These areas of special focus build upon strengths reflective of the Icahn School of Medicine at Mount Sinai, Graduate School of Biomedical Sciences, and Mount Sinai’s Institutes and Departments.

Having trained over 100 outstanding candidates for successful careers in clinical/translational research, these various programs prepare individuals to be active facilitators in “Team Science” designed to solve problems of disease and facilitate the growth of individuals who will conduct well-conceived and relevant clinical/translational research that leads to improved health and health care.

**Mission Statement**
The mission of the Clinical Research Education Program is to 1) provide rigorous academic training and mentorship in patient-oriented clinical and translational research to outstanding candidates from the health professions; 2) stimulate the acquisition of specific research skills and methodologies, the development of critical thinking skills; and 3) conduct better translational research that is relevant and leads to improved health and health care.

**Specific Goals**
A. Enhance appreciation for the spectrum and promise of clinical/translational research  
B. Foster knowledge regarding basic principles fundamental to the conduct of clinical research  
C. Promote the ability to develop and refine a good research question  
D. Encourage the development of an efficient, effective & ethical study design  
E. Highlight the importance of mentorship

**Statement of Values**
The Clinical Research Education Program, of Icahn School of Medicine at Mount Sinai and Graduate School of Biomedical Sciences, is dedicated to improving the health of individuals and communities. The Program is based on the following core values:

**Sound Science:** We value the use of the scientific method to solve problems of disease and improve the health of individuals and the society at large.

**Community:** We value joint program-community participation in identifying and improving the health status of communities by enabling them to identify and address their unique public health problems.

**Diversity:** We value the recognition of the cultural context of individuals and populations and work to educate clinical investigators with the cultural competencies necessary to understand and respect diverse populations.

**Social Justice:** We value fostering and advocating for policies that reduce or eliminate health disparities.

**Teamwork:** We value working with others through cooperation and collaboration using interdisciplinary, multidisciplinary and trans-disciplinary teams in education and research.

**Professionalism & Responsible Conduct:** The Clinical Research Education Program Adheres to the Medical Educator code of conduct and the (medicinal & graduate) Code of Conduct outlined in the Icahn School of Medicine of Mount Sinai Medical Student Handbook, which applies to all students at Icahn School of Medicine at Mount Sinai and Mount Sinai Graduate School of Biomedical Sciences.
Responsible Conduct of Research

Requirements for Coursework on Responsible Conduct in Research (RCR)

The requirement by NIH, for investigators to have "face to face" training in Responsible Conduct of Research (RCR) can currently be met by means of: 1) enrolling and completing the entire 8 hour RCR course or can be fulfilled by a combination of opportunities totaling 8 hours in which one can receive such instruction including:

A. Responsible Conduct in Research course (1-2 select sessions (Each session counts as 2 hours)
B. CLR0016 (counts as 2 hours of face time)
C. CLR0017, 0018, and 0019 (participation in all 3 courses counts as 2 hours of face time)
D. CLR0700 (counts as 2 hours of face time)

All of the CLR courses utilize case based discussions as does the Responsible Conduct in Research course, strongly encouraged by NIH.

Although it currently does not satisfy the NIH requirements, we will include whether a student has or has not completed the Collaborative Institutional Training Initiative (CITI) course in:

♦ Basic Courses in the Protection of Human Research Subjects. o Biomedical Focus (Investigators/Research Staff)
♦ Good Clinical Practice (GCP)

Please refer to your program checklist to ensure that you have met the RCR requirement.

Program Competencies

The Clinical Research Education Program supports the advancement of integrated and interdisciplinary education, training, and career development in Clinical and Translational Science. NCRR, in collaboration with the CTSA Education and Career Development Key Function Committee, formed the Education Core Competency Work Group to define the training standards for core competencies in clinical and translational research. The workgroup’s final recommendations for core competencies include 14 thematic areas that should shape the training experiences of junior investigators by defining the skills, attributes, and knowledge that can be shared across multidisciplinary teams of clinician-scientist. The Clinical Research Education Program has recently adopted these program competencies for all students.

The Program uses these thematic competencies to guide overall program learning objectives, overall curriculum development, and course specific learning objectives. Students will be expected to achieve proficiency in these thematic areas in the course of class work, the, seminars, journal club, independent study and through the Master's Thesis and/or PhD dissertation. Attainment of these respective competencies will be assessed through the satisfactory completion of course work.

Core Competencies in Clinical and Translational Research Core Thematic Areas Competencies are outlined as follows:

A. CLINICAL AND TRANSLATIONAL RESEARCH QUESTIONS

♦ Identify basic and preclinical studies that are potential testable clinical research hypotheses.
♦ Identify research observations that could be the bases of large clinical trials.
♦ Define the data that formulate research hypotheses.
♦ Derive translational questions from clinical research data.
♦ Prepare the background and significance sections of a research proposal.
Critique clinical and translational research questions using data-based literature searches.

Extract information from the scientific literature that yields scientific insight for research innovation.

B. LITERATURE CRITIQUE

- Conduct a comprehensive and systematic search of the literature using informatics techniques.
- Summarize evidence from the literature on a clinical problem.
- Describe the mechanism of a clinical problem reviewed in a manuscript.
- Use evidence as the basis of the critique and interpretation of results of published studies.
- Identify potential sources of bias and variations in published studies.
- Interpret published literature in a causal framework.
- Identify gaps in knowledge within a research problem.

C. STUDY DESIGN

- Formulate a well-defined clinical or translational research question to be studied in human or animal models.
- Propose study designs for addressing a clinical or translational research question.
- Assess the strengths and weaknesses of possible study designs for a given clinical or translational research question.
- Design a research study protocol.
- Identify a target population for a clinical or translational research project.
- Identify measures to be applied to a clinical or translational research project.
- Design a research data analysis plan.
- Determine resources needed to implement a clinical or translational research plan.
- Prepare an application to an IRB.

D. RESEARCH IMPLEMENTATION

- Compare the feasibility, efficiency, and ability to derive unbiased inferences from different clinical and translational research study designs.
- Assess threats to internal validity in any planned or completed clinical or translational study, including selection bias, misclassification, and confounding.
- Incorporate regulatory precepts into the design of any clinical or translational study.
- Integrate elements of translational research into given study designs that could provide the bases for future research, such as the collection of Biomedical specimens nested studies and the development of community-based interventions.

E. SOURCES OF ERROR

- Describe the concepts and implications of reliability and validity of study measurements.
- Evaluate the reliability and validity of measures.
Assess threats to study validity (bias) including problems with sampling, recruitment, randomization, and comparability of study groups.

Differentiate between the analytic problems that can be addressed with standard methods and those requiring input from biostatisticians and other scientific experts.

Implement quality assurance systems with control procedures for data intake, management, and monitoring for different study designs.

Assess data sources and data quality to answer specific clinical or translational research questions.

Implement quality assurance and control procedures for different study designs and analysis.

F. STATISTICAL APPROACHES

Describe the role that biostatistics serves in biomedical and public health research.

Describe the basic principles and practical importance of random variation, systematic error, sampling error, measurement error, hypothesis testing, type I and type II errors, and confidence limits.

Scrutinize the assumptions behind different statistical methods and their corresponding limitations.

Generate simple descriptive and inferential statistics that fit the study design chosen and answer research question.

Compute sample size, power, and precision for comparisons of two independent samples with respect to continuous and binary outcomes.

Describe the uses of meta-analytic methods.

Defend the significance of data and safety monitoring plans.

Collaborate with biostatisticians in the design, conduct, and analyses of clinical and translational research.

Evaluate computer output containing the results of statistical procedures and graphics.

Explain the uses, importance, and limitations of early stopping rules in clinical trials.

G. BIOMEDICAL INFORMATICS

Describe trends and best practices in informatics for the organization of biomedical and health information.

Develop protocols utilizing management of information using computer technology.

Describe the effects of technology on medical research, education, and patient care.

Describe the essential functions of the electronic health record (EHR) and the barriers to its use.

Explain the role that health information technology standards have on the interoperability of clinical systems, including health IT messaging.

Access patient information using quality checks via electronic health record systems.

Retrieve medical knowledge through literature searches using advanced electronic techniques.

Discuss the role of bioinformatics in the study design and analyses of high dimensional data in areas, such as genotypic and phenotypic genomics.
Collaborate with bioinformatics specialists in the design, development, and implementation of research projects.

H. RESPONSIBLE CONDUCT OF RESEARCH

a. Clinical Research Ethics Competencies
   - Summarize the history of research abuses and the rationale for creating codes, regulations, and systems for protecting participants in clinical research that requires community input.
   - Critique a clinical or translational research proposal for risks to human subjects.
   - Explain the special issues that arise in research with vulnerable participants and the need for additional safeguards.
   - Determine the need for a risk-benefit ratio that is in balance with the outcomes in clinical and translational research.
   - Describe the elements of voluntary informed consent, including increasing knowledge about research, avoiding undue influence or coercion, and assuring the decision-making capacity of participants.
   - Assure the need for privacy protection throughout all phases of a study.
   - Assure the need for fairness in recruiting participants and in distributing the benefits and burdens of clinical research.
   - Adhere to IRB application procedures.
   - Explain how the structural arrangement of science and the research industry may influence the behavior of scientists and the production of scientific knowledge.

b. Responsible Conduct of Research Competencies
   - Apply the main rules, guidelines, codes, and professional standards for the conduct of clinical and translational research.
   - Adhere to the procedures to report unprofessional behavior by colleagues who engage in misconduct in research.
   - Implement procedures for the identification, prevention, and management of financial, intellectual, and employment conflicts of interests.
   - Apply the rules and professional standards that govern the data collection, sharing, and protection throughout all phases of clinical and translational research.
   - Apply elements of voluntary informed consent, of fostering understanding of information about clinical research, and for avoiding undue influence or coercion, and taking into consideration the decision-making capacity of participants.
   - Explain the need for privacy protection and best practices for protecting privacy throughout all phases of a study.
   - Explain the need for fairness in recruiting participants and in distributing the benefits and burdens of clinical research.
   - Explain the function of the IRB.

I. SCIENTIFIC COMMUNICATION
   - Communicate clinical and translational research findings to different groups of individuals, including colleagues, students, the lay public, and the media.
Translate the implications of clinical and translational research findings for clinical practice, advocacy, and governmental groups.

Write summaries of scientific information for use in the development of clinical health care policy.

Translate clinical and translational research findings into national health strategies or guidelines for use by the general public.

Explain the utility and mechanism of commercialization for clinical and translational research findings, the patent process, and technology transfer.

J. CULTURAL DIVERSITY

Differentiate between cultural competency and cultural sensitivity principles.

Recognize the demographic, geographic, and ethnographic features within communities and populations when designing a clinical study.

Describe the relevance of cultural and population diversity in clinical research design.

Describe cultural and social variation in standards of research integrity.

Critique studies for evidence of health disparities, such as disproportional health effects on select populations (e.g., gender, age, ethnicity, race).

K. TRANSLATIONAL TEAMWORK

Build an interdisciplinary/intrdisciplinary/multidisciplinary team that matches the objectives of the research problem.

Manage an interdisciplinary team of scientists.

Advocate for multiple points of view.

Clarify language differences across disciplines.

Demonstrate group decision-making techniques. Manage conflict.

Manage a clinical and/or translational research study.

L. LEADERSHIP

Work as a leader of a multidisciplinary research team.

Manage a multidisciplinary team across its fiscal, personnel, regulatory compliance and problem-solving requirements.

Maintain skills as mentor and mentee.

Validate others as a mentor.

Foster innovation and creativity.

M. CROSS DISCIPLINARY TRAINING

Apply principles of adult learning and competency-based instruction to educational activities.

Provide clinical and translational science instruction to beginning scientists.

Incorporate adult learning principles and mentoring strategies into interactions with beginning scientists and scholars in order to engage them in clinical and translational research.
Develop strategies for overcoming the unique curricular challenges associated with merging scholars from diverse backgrounds.

N. COMMUNITY ENGAGEMENT

♦ Examine the characteristics that bind people together as a community, including social ties, common perspectives or interests, and geography.

♦ Appraise the role of community engagement as a strategy for identifying community health issues, translating health research to communities and reducing health disparities.

♦ Summarize the principles and practices of the spectrum of community-engaged research.

♦ Analyze the ethical complexities of conducting community-engaged research.

♦ Specify how cultural and linguistic competence and health literacy have an impact on the conduct of community engaged research.

Section 2: CLR Program Administration and Faculty
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Natalia Egorova, PhD, MPH
Assistant Professor, Population Health Science and Policy

Stephanie Factor, MD, MPH
Assistant Professor, Department of Medicine

Janice Gabrilove, MD
Professor
Department of Medicine, Oncological Sciences & Tisch Cancer Institute

Annetine Gelijns, PhD
Professor and System Chair, Population Health Science and Policy

Carol Horowitz, MD, PhD
Assistant Professor
Department of Medicine and Health Evidence & Policy

Ruth Loos, PhD
Professor, Preventive Medicine

Ann-Gel S. Palermo, MPH, Dr.Ph.
Associate Director of Operations, MSSM Center for Multicultural & Community Affairs
Instructor, Pediatrics / Medical Education

Michael Parides, PhD
Professor, Health Evidence & Policy

Inga Peter, PhD
Associate, Professor Genetics and Genomic Sciences

Alan Moskowitz, MD
Section 3: Program Eligibility and Application Process

Eligibility
Our Program presumes that students enter with a working knowledge of basic medical terminology and major concepts of health and illness. People with degrees in medicine, nursing, or the allied health professions, or simultaneously in training, ordinarily meet this requirement. The Admissions Committee...
will carefully review the applications from those without formal training but with work experience in the health professions and/or suitable undergraduate studies.

Applicants must possess a Bachelor’s Degree from an accredited college or university. While there are no specific prerequisites, an applicant’s transcript will be reviewed for demonstration of satisfactory performance in quantitative and qualitative methods and in social and Biomedical sciences. Students are selected on the basis of demonstrated past academic achievement.

Application Process

Matriculating Students (Students for consideration for CRTP, MSCR & PhD in clinical Research)

Applications and supporting documentation are reviewed throughout the year for admission to the upcoming Fall Term. Matriculation at other times during Spring I and Spring II is possible with the permission of the Program Director only for the CRTP and MSCR programs. PhD applicants, who, on the basis of their submitted application materials, are being seriously considered for the Program, may be invited for interviews. The requirement for these interviews may be exchanged for a telephone interview, if geographical considerations are overwhelming. The Admissions Committee of the Graduate School will consider all the data on each applicant before making its decision. Applicants should submit all materials in the checklist below. The Application Process should be completed online at the Programs Website as follows:

♦ Completed online Application Form:
♦ Official transcripts from all institutions of higher learning attended. These documents must be sent directly to the Icahn School of Medicine at Mount Sinai Admissions Office. (International Students: Please read the section titled “International Students” below for more specific details on transcript requirements)
♦ CV, Personal Statement
♦ Two signed original letters of recommendation. The authors of your recommendation letters must send their letters directly to the Admissions Office or upload the letters directly on the online application system. (Copies of letters or letters delivered or uploaded by the applicant will not be accepted.) If you are currently a Mount Sinai employee or have worked at Mount Sinai in the past a letter from your supervisor is required as one letter of recommendation.
♦ GRE, MCAT, or USMLE scores should be sent to Icahn School of Medicine at Mount Sinai. (GRE code is 2464.)
♦ Applicants for whom English is a second language may be requested to provide evidence of English language competency, such as scores from the Test of English as a Foreign Language TOEFL exam.
♦ A non-refundable application fee of $80
♦ Upon completion of your application and acceptance as a matriculating student, you will receive an email from the registrar’s office, when registration for classes is open.

All applicants must have a Bachelor’s Degree from a recognized university or college, show evidence of satisfactory preparation in quantitative subject areas, and have an acceptable academic record.

International Students

Graduates of foreign colleges or universities who have completed an academic program equivalent to an American bachelor's degree are eligible to apply for admission. International applicants are required to have their foreign transcripts translated into English by a certified foreign credential translation service (ex. WES, ECE, FIS).
Applicants should request that these translated documents be sent directly to Icahn School of Medicine at Mount Sinai along with official original transcripts from their institution. Please contact the program administration should you have any questions. In addition, the TOEFL is required of all applicants (1) whose native language is not English and/or (2) whose education was not conducted in English. A computer test score of 250 or higher is expected. Applicants who received their first university degree in an English-speaking country may request an exemption from TOEFL.

All international students must contact the International Personnel Office after they have been accepted in the program to get information on getting appropriate visa. They can be reached at 212-731-7744.

**Non-matriculating students (Non-degree students)**

Non-matriculating students may take up to 12 credits without matriculating for the full degree. If you are interested in taking courses in the Clinical Research Education Program as a non-matriculating student, please do the following:

- All Non-Matriculating Students must first apply to the program online.
- A completed application will include an updated resume, personal statement, one letter of recommendation and an $80 non-refundable application fee. Contact the Program Director to verify that your background and skills assure eligibility for the course and to receive permission to enroll. Please note: Courses may require that students have fulfilled certain pre-requisites. **Students will not be eligible to take a course if they lack the required pre-requisites.**

Non-matriculating students wishing to pursue one of our degree programs (CRTP, MSCR, or PhD) must apply to the Clinical Research Education Program and will undergo the same admission process and be evaluated based on the same criteria used for all applicants.

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**Section 4: Registration Process for Courses, Independent Study and Electives**

**Registration Process for Courses**

Please refer to Chapter 1, section on Policies and the Registrar's office

**Independent Study**

Three credits are the maximum number of credits that may be awarded per Independent Study. Each Independent Study credit requires 15 hours of face time with the Independent Study mentor and 30 hours of non-face time. Please note that while the total hours committed to the pursuit of the Independent Study may be sufficient for more than three credits or more than one elective, students will not receive any more than three credits for one project/course of study. Each student may complete no more than two independent study projects.

An Independent Study must be a unique experience. Material covered during an independent study project should be highly targeted and not simply a review of the regularly offered coursework. It is important to note that generally speaking independent study projects should not be attempts to take CLR courses that are offered routinely during the academic year at times that are more convenient for the student. Students should not expect independent study projects to exempt them from core course requirements without approval by the Track Academic Advisor and the Program Director.

Steps towards formalizing an Independent Study:

- Meet with the Program Director to discuss your plans for your Independent Study at least 6 weeks prior to the start of the Independent Study.
B. Meet with the faculty sponsoring your Independent Study to discuss and plan the Independent Study at least 6 weeks before the start of the Independent Study.

C. Complete the Independent Study Proposal Form and submit it to the Program Office with the appropriate signatures at least 3 weeks before the start of the independent study. See Appendix C

D. Register for the Independent Study credits through the registration system before starting the Independent Study.

E. Complete the project/course of study once approved.

F. Complete the Independent Study Postscript Report and submit to the Program Office with appropriate signatures no later than 3 weeks after your project has been completed. See Appendix C

G. Request that your Faculty Sponsor complete the Independent Study Faculty Sponsor Form and submit it to the Program Office no later than 3 weeks after the study has been completed, Independent Study Faculty Sponsor Form. See Appendix C

H. Review Postscript Report and Evaluation with your faculty sponsor.

I. Complete the Independent Study Student Evaluation of Faculty Form no later than 3 weeks after the study has been completed. See Appendix C

Electives Offered in Other Programs or at Other Institutions
Students are permitted to take any course listed in the CLR Curriculum Guide as an elective. Only courses listed in the Curriculum guide are approved for CLR credit.

If a student wishes to take a course in the Graduate Program at ISMMS, which is not listed in the Curriculum Guide, he/she must request approval from the Program Director prior to registering for the class.

If a student wishes to take an elective course offered at a different institution, the student will need to submit a course description and a syllabus from the Institution offering the elective course, together with a completed Elective Approval Form (see Appendix C), to the Clinical Research Education office. Approval must be given from the Clinical Research Education Program Director prior to enrolling in the course.

Upon completion of the elective course, the student will need to complete the Evaluation Form for Transfer of Credit (see Appendix C) and submit it to the Program Office along with an official transcript from the institution where the course was taken. The form and transcript must be submitted in order for the elective to appear on a student’s CLR transcript.

Section 5: Satisfactory Progress, Academic Probation and Academic Advisory Program

PhD in Clinical Research Satisfactory Progress Policy
PhD students in the CLR program must earn a minimum of a B in each of the required core courses in order to remain matriculated in the program. If a student earns less than a B in a required core course, he/she can re-take the course and must earn a B or better. However, if the student does not retake the course or retakes the course and earns less than a B, the student will be withdrawn from the program. Additionally, students are required to maintain an overall 3.0 Grade Point Average (GPA). Anytime a student’s GPA falls below 3.0 the Academic Advisory Committee will be consulted and a plan for remediation developed. In most cases the student will meet with the Program Director or another member of the Academic Advisory Committee, develop an individual plan of remediation, and sign a statement of understanding that he/she is on academic probation.
The Academic Advisory Committee meets at the end of each term and reviews the progress of each student on probation. If the GPA has not improved in the subsequent term, the student will continue to meet with the Program Director or another Academic Advisory Committee member revising the remediation plan, as needed. If the student’s GPA has not reached 3.0 within two terms of having been placed on probation, the student will be asked to withdraw from the program. Notices of withdrawal are sent by certified mail.

**MSCR and CRTP Satisfactory Progress Policy**

MSCR students must earn an overall minimum of 3.0 GPA in the Core Curriculum. Anytime a student’s GPA falls below 3.0, the Academic Advisory Committee will be consulted and a plan for remediation developed. In most cases the student will meet with the Program Director or another member of the Academic Advisory Committee, develop an individual plan of remediation, and sign a statement of understanding that he/she is on academic probation.

The Academic Advisory Committee meets at the end of each term and reviews the progress of each student on probation. If the GPA has not improved in the subsequent term, the student will continue to meet with the Program Director or another Academic Advisory Committee member revising the remediation plan, as needed. If the student’s GPA has not reached 3.0 within two terms of having been placed on probation, the student will be asked to withdraw from the program. Notices of withdrawal are sent by certified mail.

**Academic Advisory Program**

The goal of the academic advisory program is to monitor the academic progress of students in the clinical research education program. The Core Academic faculty will serve as individual advisors to the students in our MSCR (excluding PORTAL students), and to PhD candidates. Each scholar will be assigned 1 academic advisor by the Program Directors based upon their initial specified area of research interest, articulated in your initial application to the program. The role of the advisor will be distinct from that of research mentor and career mentor. Specifically, they will:

A. provide advice on elective coursework relevant to your area of research focus
B. review academic performance
C. assist in finding potential mentors related to possible research topics and projects of interest
D. track progress of degree completion
E. provide assistance with challenges that arise with regard to courses and/or research
F. provide advice on funding opportunities
G. serve as a second reader for your drafts and final Master’s Thesis

The student is required to meet with one of their assigned advisors at the end of Spring 1 of each year in the program. Students are asked to notify the program office of their scheduled appointment with their advisors. The Program Office will then forward the appropriate material for the advisors to review with the students. Notes of the meeting will be put into the students file for review by the Program Directors. In addition, the student is also required to meet with the Program Director before the start of the Spring 2 term each year.

The Academic Advisory Committee will review the academic performance of any student with a GPA below 3.0. The Committee will make the final recommendation to the Program Directors regarding a student’s ability to remain in the Program should a student fail to bring his/her GPA to 3.0 or higher within two terms of having been placed on academic probation.
Section 6: Graduation Procedures and Degree Conferral

Overview of Graduation Procedures
To ensure that all academic requirements are met in time for participation in the May graduation ceremony, students will be advised at the beginning of the Academic Year of the year they expect to graduate as to when they must have all their credits, their Master’s Thesis completed and all appropriate forms signed and turned into the Program Administration.

Students who do not expect to make the May graduation deadline should speak to the Program Administrator and Program Director as soon as possible to make plans to finish the degree requirements in a timely fashion.

It is important to note that Diplomas are produced only once per year by Icahn School of Medicine at Mount Sinai and students who do not meet deadlines for a May or June graduation will not receive a diploma until the following May after they have completed all degree requirements. The Master of Science in Clinical Research and the PhD in Clinical Research itself can be conferred on three other occasions, September 30th, January 30th, and June 30th following completion of all degree requirements. If necessary, prior to receipt of the actual diploma, students can request a letter from Icahn School of Medicine at Mount Sinai Registrar’s office verifying that they have completed the degree requirements and confirming that the degree has been conferred.

Graduation Application Form
Any student (whether MSCR, PhD in CR or Dual Degree student) intending to graduate in May must submit a Graduation Application Form no later than February 1st of the year that corresponds to their intended graduation. This form ensures that students have adequate time to attend to any outstanding issues. Additionally, it ensures that the Clinical Research Education Program has a record of how many students wish to participate in the Graduation ceremonies diploma.

Graduation Application Form See Appendix D

Other requirements preceding conferral of degree
The Master of Science in Clinical Research or the PhD in Clinical Research cannot be awarded until all of the student’s outstanding accounts have been cleared. These may include the Library, Real Estate Office (for students living in Mount Sinai housing), Student Health Services, the Financial Aid Office, Registrar’s Office and any other service provided or account outstanding at Mount Sinai.

Upon satisfactory completion of the above-mentioned requirements, payment of all outstanding fees, and submission of the Student Exit Form (MSCR and CRTP students only (see Appendix D)), Graduating Student Exit Survey (all students (see Appendix D)), and Student Check out form (PhD students only (see Appendix B)) the degree is awarded on the conferral date following the final Thesis deposit.

Students will also be asked to meet with the Program Director or Co-Director for an Exit Interview prior to graduation.

Section 7: Degree Requirements (CRTP, MSCR, PhD, and Portal)

Overview of General Requirements
To complete the Clinical Research Training Program (CRTP) students must complete 26 credits of required coursework. For the Master of Science in Clinical Research (MSCR), students are required to obtain a minimum of 38 credits, including a Master’s Thesis. To complete the PhD in Clinical Research, trainees are required to complete 66 credits of coursework, including sitting for a qualifying exam, and submission of a thesis dissertation. Please refer to the Curriculum Guide for descriptive information on individual courses offered during specific terms.
Master of Science in Clinical Research (MSCR)

The Masters of Science in Clinical Research (MSCR) is designed as a 2 year program that provides an exceptional educational experience to outstanding health professionals, such as clinical / post-doctoral fellows, junior faculty, veterinarians, nurse Ph.Ds., allied health professionals, and other trainees (M.D., M.D./Ph.D., and 'basic science' Ph.D. students) with the knowledge, skills, and experience to successfully launch clinical and/or translational research-intensive careers. The MSCR has two main components: 1) graduate courses including biostatistics, epidemiology, research design, data analysis, informatics, bioethics and grant writing (for the complete breakdown & sequence of required courses and elective credits please see our curriculum guide; and 2) a mentored clinical research project leading to a Master’s thesis. The program is designed to be completed in 2 years. However, coursework can be taken over a longer period of time.

Students also have the option to specialize in our Translational Oncology track which is offered within the MSCR program and consists of the core MSCR classes in addition to specific courses in Translational Oncology

The attainment of a MSCR in Clinical Research requires

A. Successful completion of coursework

B. Satisfactory completion and deposit of thesis

Development of Master’s Thesis

Students should work early on with their Program Advisors and identified mentors to select an appropriate research project for their Master’s Thesis. The mentor identified by the student, with whom he/she is working, should complete the Research Agreement form, see Appendix A, indicating willingness to serve as a Master’s Thesis Advisor. This form should be submitted by the student to the Program office no later than 5pm on the Friday of the first week of classes in the fall of the second year of the Master’s Program (for MSCR being completed in 2 years), no later than the same date of the third year (if MSCR being completed in 3 years) or no later than September 15th of the Scholarly year if in the PORTAL Program (Please see “PORTAL Thesis Procedure” section for more detailed information). The student is required to submit an outline (maximum of 3 pages) of the proposed thesis along with the Research Agreement form. The outline should include the following sections:

♦ Statement of purpose
♦ Background
♦ Hypothesis
♦ Specific Aims
♦ Research Design
♦ Methods

Master’s Thesis

Experience researching and writing a Thesis provides the student with an opportunity to explore and further develop ideas from lessons learned in the classroom, apply them to a specific research endeavor and demonstrate the student’s mastery of the essence of clinical/translational research within a particular area of interest.

All students enrolled in the MSCR are required to complete a Master’s Thesis and must obtain approval of their topic and plan from the Director or Co-Director of the Clinical Research Education Program, or in the case of the MD/MSCR, the Director of the PORTAL program, Karen Zier, PhD. Please see “PORTAL Thesis Procedure” section for more detailed information.

As part of the application to the MSCR program, the student is required to submit a proposed clinical research proposal. This proposal is anticipated to be further refined and/or revised, with
submission of the proposed thesis outline submitted with the Research Agreement form. A first draft of the final thesis should be submitted for review by January 15th of your second year or third year (if MSCR being completed in 3 years) in the program for May graduation, or by January 15th of M4 if in the PORTAL Program.

**Timelines for the Master’s Thesis and Forms**

<table>
<thead>
<tr>
<th>Second Year or Third Year if MSCR being completed in 3 yrs.</th>
<th>Degree awarded</th>
<th>Second Year or Third Year if MSCR being completed in 3 yrs.</th>
<th>Degree awarded</th>
<th>Second Year or Third Year if MSCR being completed in 3 yrs.</th>
<th>Degree awarded</th>
<th>PORTAL students, Fourth Year of Medical School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register for the Master’s Thesis</td>
<td>Fall</td>
<td>Submit first draft of Thesis</td>
<td>Fall</td>
<td>Submit final Thesis for review</td>
<td>Fall</td>
<td>Fall of Scholarly year</td>
</tr>
<tr>
<td>Submit final Thesis for review</td>
<td>By January 15th</td>
<td>By March 1st</td>
<td>July 15th</td>
<td>November 15th</td>
<td>January 15th of M4</td>
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<tr>
<td>Submit Thesis to the Library</td>
<td>By March 15th</td>
<td>By May 1st</td>
<td>August 15th</td>
<td>December 15th</td>
<td>March 15th of M4</td>
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<td></td>
<td>By April 15th</td>
<td>By June 1st</td>
<td>September 15th</td>
<td>January 15th</td>
<td>April 15th of M4</td>
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</table>

All students are required to register for their Master’s thesis (course number CLR0001). This is most commonly done at the start of the second year (fall term). Students should register for a minimum of 5 credits but up to 8 credits. However, registration for more than 5 credits requires approval of the Program Director(s).

Once a student has completed the Master’s Thesis, he/she must complete a Master’s Thesis Approval form, which is signed by the thesis advisor and Program Director and submitted to the Program office. [Master’s Thesis Approval form](#) (See Appendix A)

At the completion of the Master’s Thesis an evaluation form must be completed by the student’s Master’s Thesis mentor and submitted to the Program Manager. [Research Thesis Evaluation Report](#) See Appendix A

When a final draft of the thesis is ready for submission to the Program, a Thesis Deposit form must be completed. [Master’s Thesis Deposit Form](#). The Thesis Advisor and Student will complete the Master’s Thesis Deposit Form and allocate a total of $2,000 to faculty who significantly contribute to the Student’s thesis project (e.g., Thesis Advisor, Second Reader, Consultant (biostatistician)).

Student should refer to the section on “Graduation Procedures and Degree Conferral” for more information about Graduation.

Once the student has submitted all of the appropriate forms, he/she must deposit the Master’s Thesis by the dates outlined in the table above. Please see [Depositing your Master’s thesis guide](#) for complete details on how to deposit your thesis.

Students have 3 years to finish the Master’s Thesis after completion of all course work; if it is not finished within that timeframe the student will be withdrawn from the Program unless they have prior approval for an extension for special circumstances.

Please note that a student may submit, for their Master’s Thesis, a first author manuscript either submitted for publication, accepted for publication or published during their training which is reflective of their Master’s Thesis work. In this instance, a statement of purpose, introduction, and discussion regarding the findings and impact of the work needs to be added.
Annual Best MSCR Thesis Prize
Each year, prior to graduation, the best MSCR thesis will be selected and awarded a prize for the best thesis, to be presented at the annual graduation awards ceremony. The process for selecting the award recipient will be as follows: 1. Secondary reviewers read the thesis draft and provide feedback. Currently the Program Directors serve as the secondary reviewers. In future academic years, the core faculty for the Clinical Research Education Program will serve as the secondary reviewers. 2. Secondary reviewers read the final draft and offer any final corrections. 3. Secondary reviewers will also provide a critique of the thesis utilizing KL2 NIH review format and submit this to the Program Office. 4. The highest scoring (utilizing current 1-9 NIH scoring system) thesis will be selected for the Clinical Research Education MSCR Prize.

Dual MD-MSCR Student/Portal Program
Program Overview
PORTAL is a strongly mentored, 5-year program for medical students designed accelerate the process through which discoveries made in the laboratory are brought to the patient’s bedside. The program offers a multidisciplinary approach to clinical investigation training in order to introduce students to the field of clinical/translational research and how it drives the practice of clinical medicine. Participants will be part of a select group of scholars that integrate learning clinical medicine with how to establish a career in clinical investigation from the very start of their medical education. Teaching medical students how to conduct high quality clinical research studies may produce better, more successful, and more satisfied clinical investigators to the benefit of both the students and society. Students who successfully complete the program will be awarded an MD and a Masters in Clinical Research (MSCR).

Program Structure
PORTAL students start training during year 1 of medical school and continue their development through their careers. Course work is taken during years 1 and 2, the Scholarly Year, and the final year of medical school. Most of the thesis work is done during the Scholarly Year. Information on coursework for PORTAL can be found at the program website. Please refer to the Curriculum Guide for descriptive information on individual courses offered during a specific term. The curriculum offers rigorous didactic and hands on research training in clinical research methodology, including clinical trial and experimental design, data management, data analysis, research communication skills, e.g., abstract, manuscript, and grant writing, along with oral presentation skills, and how to navigate regulatory requirements. Regular, informal sessions will also be scheduled to allow PORTAL students to meet successful clinical researchers in order to learn about their career paths, as well as to permit students to discuss issues of common interest with each other.

Research and Mentoring
The multiyear commitment to excellence by the student is made possible by strong faculty support, as well as institutional resources. Outstanding faculty members from diverse departments serve as mentors. Students will identify their area of research interest and be matched with an experienced, supportive clinical research mentor. In many cases, students will choose two mentors who represent different, though complementary disciplines, enabling them to have a more interdisciplinary experience.

During the course of the PORTAL program, students will have the opportunity to participate in an ongoing research project, as well as carry out an original research project in an area of their choice. Their original research will form the basis for a thesis. Thesis work will be guided by the faculty mentor and the program directors. Time for research is built into the program during the following periods and include, minimally:

- 8 weeks during the summer following the first year
- An 11-month Scholarly Year, following year 3 of medical school
- The 12 weeks INSPIRE program, during the final year of medical school
Additional time may be arranged during elective periods on an individual basis.

**Financing**

Students selected for PORTAL will receive full scholarships to cover the tuition of the MSCR degree. Participants also will receive a stipend during their Scholarly Year to cover living expenses, including health insurance. There is no medical school tuition during the Scholarly Year.

**Applying to the PORTAL Program**

Students apply to PORTAL at the same time they apply to the MD program. They will submit a brief supplemental application form that allows them to more fully describe their specific reasons for applying to the Mount Sinai MD/MSCR program. In addition to meeting the requirements for admission to the MD program, the applicant must have had research experience, preferably clinical research. Selected applicants will be interviewed.

**PORTAL Thesis Procedure**

Successful completion of the MSCR program involves submission of a thesis that is approved by the student’s thesis committee. It is expected that the bulk of the thesis work will be done during the student’s Scholarly Year. Thesis research will earn 9 credits.

Oversight of the student’s progress and thesis research will be the responsibility of the thesis committee consisting of the student’s mentor plus two additional faculty members. The latter will serve as advisors, as well as have the responsibility of approving the thesis. The student may suggest the names of faculty members they think would qualify as committee members, based upon their area of expertise, but the ultimate decision will be that of the MSCR Program Directors.

PORTAL students must complete the existing MSCR approval process, although the timetable, reflected below, is modified. In order for the student to receive his/her degree along with the MD at the May graduation, please submit the following documentation:

A. The Research Agreement Form, see Appendix A, including an outline of the proposed thesis topic (maximum of 3 pages), by September 15th of Scholarly year.

B. The first draft of thesis by January 15th of M4*. The thesis must adhere to the guidelines outlined in the Depositing Your Master’s Thesis form. The student’s thesis committee will review the draft and return to the student with any comments and recommendations no later than 4 weeks after receipt of the draft.

   a. Please note that a student may submit, for their Master’s Thesis, a first author manuscript either submitted for publication, accepted for publication or published during their training which is reflective of their Master’s Thesis work. In this instance, a statement of purpose, introduction, and discussion regarding the findings and impact of the work needs to be added.

C. The final thesis for review by March 15th of M4.

D. The Master’s Thesis Approval Form, See Appendix A. Once a student has completed the Master’s Thesis, he/she must complete a Master’s Thesis Approval form, which is signed by the thesis advisor and Program Director and submitted to the Program office.


F. The thesis to the library by April 15th of M4.

*M4 refers to the final year of medical school and follows the Scholarly Year.

**PhD in Clinical Research**

**Overview**

The Ph.D. in Clinical Research is designed for those outstanding candidates who are health professionals that desire a more intense educational experience to prepare them for a career in
clinical or translational research. The program provides a strong didactic foundation combined with a mentored clinical research experience leading to a doctoral degree in Clinical Research.

Three tracks/training areas are offered within the Ph.D. in Clinical Research Program:

A. Translational Research: Bench to Bedside

B. Clinical Trials Research

C. Population, Outcomes and Implementation Research

Within the context of these specific tracks, students may choose to develop an area of concentration or focus, developing specific expertise in:

- General Clinical Research
- Outcomes Research
- Health Services Research & Health Policy Research
- Ethics
- Behavioral Research & Cognitive Tools
- Genomics & Personalized Medicine
- Biostatistics: Quantitative and Qualitative Methods
- Drug Development
- Epidemiology: Basic, Molecular and Clinical
- Clinical Trials Research
- Informatics & Bioinformatics
- Translational Science

These areas of special focus build upon strengths reflective of the Icahn School of Medicine at Mount Sinai, Graduate School of Biomedical Sciences, and Mount Sinai’s Institutes and Departments.

The attainment of a PhD in Clinical Research

Earning a PhD in Clinical Research requires:

A. Successful completion of coursework

B. Satisfactory completion of Written Comprehensive Qualifying Exam

C. Satisfactory completion of the Thesis Proposal Oral Presentation and approval of proposed thesis by Multidisciplinary Advisory Committee (MAC) to allow a student to proceed with their dissertation research

D. Successful dissertation defense as deemed by the student’s MAC/Doctoral Committee

PhD candidates will form a Multidisciplinary Advisory Committee (MAC), which will also serve as the dissertation committee, no later than December 15th of Year 2 but preferably before that to allow conversation about the student’s research to take place well in advance. The MAC will consist of the following 5 individuals, which does not include mentor(s):

A. at least one member of the Clinical Research Education Program core faculty
B. a biostatistician. If you choose a member of the core faculty as your biostatistician, you do not need another member of the core faculty in your committee. However, if that is the case, you will still need to fill that slot to make up a committee of 5 members.

C. two faculty with expertise in the area of research and or discipline of the trainee one faculty member from a complementary discipline.

D. from the 5 required MAC members above, one member (a senior member of the committee), will be selected to serve as the Chair of the Committee by the student with the approval of the Program Leadership (see below for additional details)

Not more than two members of the above committee may be from a comparable academic setting, other than Mount Sinai. The majority of the dissertation committee, including the committee chair must be members of the Graduate School Faculty. Additional faculty, such as collaborators of the mentor, may be included as non-voting members on the committee. Non-voting committee members including faculty from Mount Sinai are those who have:

A. directly collaborated on the project

B. co-authored papers or abstracts with the student on any project and/or working on projects that will lead to future publications

C. been substantially involved in supervising the work or advising for the thesis work

At the time of the dissertation, the student will need to have identified an outside reviewer (preferably not from the institution) with knowledge related to the student's field of study. Please read section 4. C. for more detailed information about this requirement. If the student wishes to identify the outside examiner at the time that they submit their declaration form, they may do so by including the name of the individual in "Adviser 6" box. Otherwise, the name should be included in the Dissertation Defense and Seminar Registration form

The Director, Co-Director or the PhD Track leader for the Clinical Research Education Program, and the Graduate School Dean for Translational Biomedical Sciences must each approve the Committee roster and the chair of the committee and will outline the duties of the reviewers and of the Committee. A copy of the Declaration for PhD in Clinical Research Form (see Appendix B) which includes the name of the dissertation mentor(s) and the MAC members must be provided to the Clinical Research Education Program Office by December 15th of year 2. The student will be responsible for obtaining signatures from their MAC members and the Program Office will assist the student in obtaining signatures from the program leadership (Director, Co-Director, and Graduate School Dean).

The doctoral committee has the responsibility to advise the student during the progress of the candidate’s research and has the authority to require that the research and dissertation meet a high-quality standard, including the authority to require a rewrite of the thesis proposal and/or the written dissertation, in whole or in part. The student must meet with their MAC yearly and complete the Progress report form after each meeting (see Appendix B) along with the MAC. The form must be submitted to the CLR program office every year and before the defense.

The committee conducts the final oral examination and determines whether the dissertation meets the acceptable standards. It will be up to the committee as to when the student is ready to defend their dissertation. The student must submit the progress report form to the CLR program office as proof that the committee has met and decided that the student is ready to defend.

PhD Qualifying Exam and Dissertation

**Written Comprehensive Qualifying Exam and Thesis Proposal Oral Presentation**

Students should confer with the Program Director or Co-Director as well as with their MAC as to their suitability and readiness for the written comprehensive qualifying exam and the Thesis
Proposal Oral Presentation. For KL2 scholars, the written proposal and oral presentation can be done in parallel with the qualifying exam. For all others, 1) the qualifying exam must be done first (by the end of the student’s second year in the program and after they have completed the “Integrative Problem Solving in Clinical and Translational Research” course) 2) followed by the written thesis proposal, and 3) the oral presentation of the proposed thesis.

A. Written Comprehensive Qualifying Examination and Submission of Thesis Prospectus

a. **Written Comprehensive Qualifying examination** - The written comprehensive qualifying examination will include pre-selected questions provided at the time of the examination. This exam will be administered twice a year at pre-selected times (January and June). Students must register for and attend the “Integrative Problem Solving in Clinical and Translational Research” course during their second year, prior to taking the exam. Students must submit a Written Comprehensive Qualifying Exam Registration form to the CLR program office at least 4 weeks prior to the scheduled exam. The CLR PhD oversight committee will be required to sign the form indicating whether the student is ready to take the exam or not. Specific instructions regarding the exam will be emailed to students after the form is submitted and approved by the program. The examination will be assessed by the Core Faculty of the Clinical Research Education Program. The exam is worth a total of 100 points and students will have to score a total of 65 points and above in order to pass the qualifying exam. **Students will only be permitted to retake the qualifying exam once. If an individual fails the exam twice, he/she will be dismissed from the program.** This policy is consistent with the Icahn School of Biomedical Sciences policy.

b. **Submission of Thesis Prospectus** - This document must be submitted to the Committee at least four weeks in advance of the oral presentation. Once the document is submitted to the MAC, students must meet with their committee members individually or as a group to receive preliminary feedback, address necessary changes, and get final approval to move forward with the Thesis Proposal Oral Presentation. The format of the document should follow an NIH proposal but reduced in size (6 pages in total with no more than 1.5 pages for Specific Aims, Background & Significance/Rationale). Hypothesis to be tested, null hypothesis and question to be asked need to be clearly articulated. Major emphasis should be on Methodology to be employed including Study Design and Statistical Analysis. Reasons for the approaches you chose should be articulated and potential pitfalls and alternative approaches highlighted. Preliminary Data can be included as well. Bibliography, survey &/or other validated or to be developed instruments, questionnaires, tables and figures that may be needed, will not count toward the page limit for the proposal. The format of this proposal shall be as follows:

**Font:** Use Arial, Helvetica, Palatino Linotype or Georgia typeface, a black font color and font size of 11 points or larger (A Symbol font may be used to insert Greek letters of special characters; the font size requirement still applies). Type may be no more than 6 lines per inch.

**Page Margins:** Use at least one-half inch margins (top, bottom, left and right) for all pages.

**Figures, Graphs, Tables, Charts, Figure Legends, Footnotes:** You may use a smaller type size (no smaller than 10 size font) but it must be in a black color, readily legible and follow the font typeface requirement. Color can be used in figures; however, all text must be in black font color, clear and legible.

**Questionnaires, surveys, other validated or to be validated instruments:** The same font size as outlined for the proposal document should be employed.
B. Thesis Proposal Oral Presentation

The Thesis Proposal Oral Presentation must be completed no later than six months after the successful completion of the written comprehensive qualifying examination (see 1a and 1b above). For KL2 Scholars, the Thesis Proposal Oral Presentation can be done in parallel with the written qualifying exam and written thesis prospectus. All students should submit a Thesis Proposal Oral Presentation Registration Form at least 4 weeks prior to the Thesis Proposal Oral Presentation, (see appendix B). The following suggestions are made regarding the format of the oral presentation:

The Thesis Proposal Oral Presentation will be conducted by members of the students MAC and will be led by the chair of that committee. The chair of the committee must enforce all rules of the Examination, including those pertaining to the role of the mentor. In addition, the Director or Co-Director of the Clinical Research Education Program or the PhD track leader must be present during the Thesis Proposal Oral Presentation.

The student’s mentor should be present during the Thesis Proposal Oral Presentation. However, the mentor must remain silent throughout the entire process including the questioning phase of the presentation. The purpose for the mentor’s presence is to allow him/her to assess first-hand the student’s performance in order to subsequently assist them in addressing the observed deficiencies. If the mentor fails to remain silent, he/she may be asked by the chair of the committee to leave the room. Before the Thesis Oral Presentation begins, the student and mentor will be asked to leave the room for a few minutes so the committee can discuss the student’s performance to date, the structure of the exam, the written thesis proposal and raise any specific points that would be important to discuss during the presentation. Once this review is completed, the student and mentor will be called into the room and the presentation will commence. The student should present their work using power point slides. Copies of the slides should be provided to the MAC on the day of the presentation. The student’s portion of the presentation should be approximately 30 minutes long.

The purpose of the Thesis Proposal Oral presentation is to assess the working knowledge of the student’s respective field of inquiry and the ability to demonstrate critical thinking and sufficient acumen regarding clinical research design, and analytical methods as they relate to their chosen field of inquiry. The committee should evaluate the student’s ability to:

- evaluate and synthesize relevant literature
- articulate and elaborate on specific aims
- evaluate any preliminary data of relevance to the project, that might already be available
- discuss experimental designs, qualitative &/or quantitative methods, and alternative strategies and methods for analysis, as it applies to the work planned

Once the committee is finished asking questions, the student and mentor will be asked to leave the room. At this point the MAC will take into account both the written thesis proposal and the Thesis Proposal Oral Presentation and vote on whether the proposal is accepted or not and if accepted, will it be with minor, major or no revisions. Following this discussion, the student and mentor will be asked to re-enter the room and the chair of the committee will discuss the committee's decision. All members of the MAC should sign the Thesis Proposal Oral Presentation Voting form (see appendix B) at the end of the presentation and the form must be returned by the Chair of the committee to the CLR program office immediately following the presentation. In addition, if the committee determines that further work is necessary, the Chair will provide this information in writing to the student, mentor and the CLR program within 2 days of the presentation.
No extensions will be granted for the thesis proposal oral presentation except under extenuating circumstances. Requests for extensions of established examination deadlines should be made at least 4 months prior to the deadline. Students who fail to meet the examinations deadlines will be placed on academic probation.

C. Outcome of the Thesis Proposal Oral Presentation

The following voting options are available to the MAC:

♦ Satisfactory without revisions
♦ Satisfactory with minor revisions (no re-presentation to the committee required)
♦ Satisfactory with major revisions (re-presentation to the committee required)
♦ Unsatisfactory

The student whose Thesis Proposal Oral Presentation is deemed unsatisfactory or with major revisions will be given one opportunity to address the particular area(s) of weakness. Students will need to submit a Thesis Proposal Oral Re-Presentation Registration form, (see Appendix B) to the Clinical Research Education Program Office formalizing this request. The conditions and timing for a re-presentation must be established at the time of the initial presentation.

However, the re-presentation must occur within 6 months of the initial presentation if the initial outcome was "Unsatisfactory" or within 4 months if the outcome was "Satisfactory with Major Revisions". The information concerning a re-presentation should be communicated to the student and the CLR program by the MAC, in writing, within two days of the initial presentation. A student (with support of the mentor) may request to change the membership of an individual(s) in the Re-Examination MAC from that of the MAC Examination Committee. However, the student can request a change only if 1) there are major changes to the proposal and the existing committee members do not appropriately represent the expertise necessary, given the changes to the project 2) or if there is a major conflict identified by the student and mentor. The student must receive approval from the CLR program leadership, prior to registration for the Re-Examination in order to proceed with a change in committee member. In rare instances, the Committee may refuse the student the opportunity to redress the Proposal where students who have failed to show sufficient research progress and ability.

D. Registration for the Written Comprehensive Qualifying Exam and the Thesis Proposal Oral Presentation

Students must fill out the Written Comprehensive Qualifying Exam Registration Form (see appendix B) and submit the form with the appropriate signatures to the program office 4 weeks before the scheduled exam.

To schedule the Thesis Proposal Oral Presentation inclusive of thesis proposal (or re-presentation), the dissertation mentor and the student should check the proposed date with the MAC members and communicate the proposed date with the CLR Program office to find out which member of the CLR Program (the Director or Co-Director of the Clinical Research Education Program or the PhD track leader) will be available to attend the presentation. Once a date has been established the student will need to submit a copy of the Thesis Proposal Oral Presentation Registration form (or Re-Presentation form) (see appendix B) with the appropriate signatures to the Clinical Research Education Program Office at least 4 weeks prior to the presentation. The student is responsible for scheduling the presentation and should communicate with the Program Administrative Assistant to find a room for the presentation if needed. The student is responsible for communicating the final date, time and location to the individuals involved in the presentation and to the program office. The student should also email their written thesis prospectus to their committee members, the member of the CLR
program attending the presentation and to the Program Administrator at least 4 weeks prior to
the oral presentation to give everyone enough time to review the written thesis. Failure to
register and provide the appropriate information to the committee members and program
office in a timely manner may result in a cancellation of the presentation. If a student does not
register for a presentation that is conducted, the Clinical Research Education Program Office
reserves the right to require a re-presentation or to require a notarized statement from the
student and the Committee certifying the number of times the student has presented.

Admission to Candidacy
Admission to candidacy for the PhD degree in Clinical Research constitutes a promotion of the
student to the most advanced stage of graduate study and provides formal approval to the
candidate to devote essentially exclusive attention to the research and the writing of the
dissertation.

To qualify for admission to candidacy, students must:

1. Be a student in good standing
2. Have completed required core coursework with a minimum of a B in each core course and
   have an overall grade point average (GPA) of 3.0
3. Have passed the Written Comprehensive Qualifying Exam and the Thesis Proposal Written
   and Oral Presentation
4. Have received approval of the proposed subject and plan of the dissertation from the
dissertation committee following a prospectus meeting of the committee, to be held in
conjunction with the Thesis Proposal Oral Presentation.

Doctoral Dissertation
For the dissertation, the student along with their mentor must extend an invitation to an outside
individual who is an acknowledged expert in the field to serve as an examiner during the
dissertation defense. This person will be a voting member. Therefore, the dissertation committee
will consist of the 5 MAC members chosen for the Thesis Proposal Oral Presentation, plus the
additional outside examiner.

A. Written Document Format Options

a. First Option: The first option is to submit three first authored manuscripts that have been
   accepted for publication in peer reviewed journals. The three manuscripts must be
   thematically related to one another and to the dissertation proposal that was
   approved by the student’s MAC and represent an original new body of work. In
   addition, each manuscript must be individually approved by the MAC in order to
   ensure that the above conditions are met. The manuscripts must be accompanied by an
   introductory chapter that discusses the implications of the research findings and provides a
   description of plans for future research.

b. Second Option: The second option is to submit a more traditional dissertation that
   includes, at a minimum, chapters describing background, methods, analyses/results and
   conclusions of the dissertation project.

Either option must involve a substantive piece of original and independent research grounded
in an appropriate body of literature and theory. High priority – both during the process of
selection of the dissertation research topic and in the evaluation of the product of the
dissertation research will be placed on the extent to which the project is innovative and
advances the field in which the student is working.

The written work must conform to the Mount Sinai Graduate School of Biomedical Sciences
format, as outlined in the Graduate School of Biomedical Sciences handbook.
When the student has completed the written dissertation document, it must be read and approved by the Dissertation Committee. The student should submit the Dissertation to each member of the committee as early as possible, but no later than 4 weeks before the Defense. Committee members may reschedule the Examination if not given the appropriate amount of time to prepare for it. **Before the final scheduling of the Defense, the student must meet with their committee to get approval from the committee to defend their thesis.** The student must once again complete the Progress report form (see Appendix B) and obtain signatures from the entire MAC and submit the form to the program office no later than 4 weeks prior to the defense to indicate that this process has taken place and that the student has been given permission to defend their thesis.

Students and the Dissertation Mentor (s) should have been made aware that revisions and even additional work/analysis may be requested by the Dissertation Committee. In either event, the Committee should decide and indicate in writing whether the whole committee needs to be reconvened to consider the new draft or whether a subcommittee (or just the Chair of the Committee) may approve the revised draft.

**B. Registration for the Dissertation**

To schedule the Dissertation Defense and Seminar, the dissertation advisor/mentor and the student should check the proposed date with the Committee members before submitting the appropriate Registration Form. The student will need to submit a **Dissertation Defense and Seminar Registration form** and **Progress Report form** (see appendix B), with the appropriate signatures, to the Clinical Research Education Program Office at least 4 weeks prior to the Defense. The student is responsible for scheduling the Defense and should communicate with the Program Administrative Assistant to find a room for the exam. The student is also responsible for communicating the final date and time to the individuals involved. Failure to register in a timely manner may result in a cancellation of the Defense. If a student does not register for a Dissertation Defense that is conducted, the Clinical Research Education Program Office reserves the right to require a re-examination or to require a notarized statement from the student and the Committee certifying the number of times the student has been examined.

The student is expected to bring the **Report of Dissertation Defense form** (see appendix B) on the day of the Dissertation Defense. This Form needs to be signed and returned immediately following the completion of the Dissertation Defense to the Clinical Research Education Program Office. If the Committee determines that there are revisions to be made, the information will be communicated to the student in writing. The student will need to submit an **Approval of Revised Dissertation form** (see Appendix B) once the revisions have been made.

**C. The Defense and Seminar**

The thesis defense is comprised of two parts, the public seminar and the closed session. Both parts must take place on the same day with the public seminar preceding the closed session. The public seminar will consist of a 45-60 minute power point presentation on the student’s work, open to the Mount Sinai scientific community, and will serve as the presentation to the MAC. Therefore, the committee chair must make sure that all members of the MAC, the outside examiner, the mentor(s) and a member of the CLR leadership be present for the public seminar since the student will not repeat the power point presentation during the closed session. The MAC and mentor(s) will be asked to remain silent during the public seminar and will reserve their questions for the private closed session. It is the student’s and dissertation mentor’s responsibility to appropriately announce the seminar to the public e.g. via email, and to the program at least 4 weeks prior to the Seminar. Once the student notifies the CLR program office of the date and location of the public seminar, the program office will communicate the information to the Graduate School in Biomedical Sciences office which will in turn send a school wide email to announce the seminar.
The closed session of the thesis defense, will take place after the public seminar. Once again, the committee chair must make sure that all members of the MAC, the outside examiner, the mentor(s) and a member of the CLR leadership be present for the defense. Only the MAC and the outside examiner are considered voting members. The Defense should take roughly 2 hours. Student’s mentors must attend the defense but must remain silent throughout the entire process. The purpose for the mentor’s presence is to allow him/her to assess first-hand the student’s performance in order to subsequently assist them in addressing the observed deficiencies. If the mentor fails to remain silent, he/she may be asked by the chair of the committee to leave the room. Copies of the power point slides used during the public seminar must be provided to the MAC during the closed session. There is no limit to the number of questions the MAC might ask or how long it might take. Once the committee has finished asking their questions, the student and the mentor will be asked to leave the room so that the committee members can discuss the outcome of the defense. The student is then asked back into the room and the decision and comments are shared with the student.

The student is expected to bring the Report of Dissertation Defense form (see attached) on the day of the Dissertation Defense. This Form needs to be signed and returned immediately following the completion of the Dissertation Defense to the Clinical Research Education Program Office by the student. If the Committee determines that there are revisions to be made, the information will be communicated to the student in writing. The student will need to submit an Approval of Revised Dissertation form (see attached) once the revisions have been made.

D. Dissertation Deposit:

Once the student has successfully defended their dissertation, they will have a maximum of three months to deposit their written dissertation in the library. Students who have not deposited their thesis within three months after their successful defense will be administratively withdrawn from the program. In the event that a student decides at a later date to either deposit or obtain a transcript they will need to pay a required fee.

Once a student has successfully defended the dissertation, made all of the revisions and is ready to deposit the Dissertation, she/he should deposit the dissertation electronically according to the instructions in The Graduate School of Biomedical Sciences Depositing your Doctoral Instructions document. Students should submit the Student Checkout Form, the Clearance from the Real Estate Division for Deposit Form, and The Graduating Student Exit Survey Form to the Clinical Research Education Program Office before depositing their dissertation. Failure to do this can result in a delay of the student’s graduation. Please refer to the section on “Graduation Application Form” and “Other Requirements Preceding Conferral of Degree” on page 41 for more information about Graduation.

The dissertation may be deposited at any time during the year, but the following deposit deadlines and enrollment requirements determine the date of the degree. No degree will be awarded unless the thesis is deposited in the library by one of the required due dates listed below.

<table>
<thead>
<tr>
<th>For the Degree to be awarded</th>
<th>You must Deposit by:</th>
<th>And be enrolled during the:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 30</td>
<td>September 15</td>
<td>Preceding Spring Semester</td>
</tr>
<tr>
<td>January 31</td>
<td>January 15</td>
<td>Preceding Fall Semester</td>
</tr>
<tr>
<td>May (MSSM Graduation)</td>
<td>April 15</td>
<td>Current Spring Semester</td>
</tr>
<tr>
<td>June 30</td>
<td>June 1</td>
<td>preceding Spring semester</td>
</tr>
</tbody>
</table>

The degree is awarded on September 30, January 31, June 30 or the date of the Icahn School of Medicine at Mount Sinai annual Commencement in May. Students depositing by January
or April deadline, will receive their diploma at Commencement. Students depositing by the
September deadline or the June deadline, may at the discretion of the Dean for Translational
Science (or Associate Dean for clinical/Translational Research Education), participate in the
prior May Commencement exercise, but will not receive their diploma until after September
or June. By March 1, students must notify the Registrar of their intent to deposit their thesis
on or before the April, September, or June deposit deadline in order to be included in the
Commencement exercises of that year. Commencement information will be sent during the
spring semester to the student’s last email address recorded with the Graduate School
Office/Clinical Research Education Program. If the student fails to deposit their thesis by the
end of their 7th year in the PhD program, their dissertation mentor must petition the Dean in
writing for permission to extend the students status. The petition must include a timetable for
completing the dissertation and must also be signed by the student.

Section 8: Clinical Research Education Program Forms
All forms referred to in the Clinical Research Education Program section of this Handbook can be found
on Blackboard, under the "CLR Program" organization in the "Handbooks and Forms" section:
https://learn.mssm.edu

Please be sure to use the appropriate forms for your program of study.

All other forms referred to in the Graduate School of Biomedical Sciences Handbook can be found on
the ISMMS Website: http://www.mssm.edu/education/student-resources/registrar/graduate-school-
forms
CHAPTER 6 – MS in Biomedical Informatics

MS-BMI Program Description

Program Directors

Patricia Kovatch
Associate Dean for Scientific Computing
Associate Professor, Department of Genetics and Genomic Sciences
212-659-8531
patricia.kovatch@mssm.edu

Jason Shapiro, MA, MD
Associate Professor, Department of Emergency Medicine (212) 824-8058
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Program Coordinator

Roland Pinzon
212-659-1659
roland.pinzon@mssm.edu

Program Goals/Objectives
The Master of Science in Biomedical Informatics will empower graduates to accelerate biomedical scientific discovery and healthcare translation through teaching and applying informatics approaches and methods. The Mount Sinai program will offer a unique, practical approach focused on tackling biomedical questions with relevant computational and data analytic skills. Our goal is to train individuals with Computer Science and/or Bioscience backgrounds to be immediately productive in biomedical research and clinical teams by teaching practical computational and data science skills. The program has been designed to interact with academic, non-profit and industrial partners to enable students to get real-life experience to accelerate job search and placement.

Program Website
http://icahn.mssm.edu/education/masters/biomedical-informatics

Program Description
Our program is a unique blend of practical computational and data analytic skills applied to real-life biomedical challenges. We endeavor to recruit a mix of students with computer science, engineering, and biomedical backgrounds by offering a dual program track that will provide a basic foundation in both computer science and biomedical science for all students.
The program offers a dual track customized for students with backgrounds in computer science or the biological sciences. The first year is comprised of biological sciences courses for computer scientists and computing courses for biological science majors. The second year allows students to concentrate in one of five areas of expertise: (1) genetics and genomic sciences, (2) structural and chemical biology, (3) systems biology, (4) clinical and translational informatics, or (5) design, technology and entrepreneurship. The program consists of 45 credits including 10 credits for a capstone project in a research or clinical field at Mount Sinai or at an industrial partner.

Our diverse mix of students, each with his or her own problem-solving techniques and domain expertise, will benefit from this interdisciplinary environment. Through its capstone project, our program makes students valuable to health care employers, by pairing students with clinicians or researchers at Mount Sinai or with one of our industry partners.

The ability to transform raw data into actionable knowledge is one of the most exciting, powerful, and sought-after skills today.

**MS-BMI Program Requirements**

**Course Requirements**

**Curriculum**

**Track One – For Students with a Strong Computing Background**

**Year One – Required Courses**

<table>
<thead>
<tr>
<th>Class</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Science 1 and Introduction to Journal Club</td>
<td>BSR1012, BSR1004</td>
<td>5, 1</td>
</tr>
<tr>
<td>Biomedical Science 2 and Introduction to Journal Club II</td>
<td>BSR1013, BSR1005</td>
<td>5, 1</td>
</tr>
<tr>
<td>Introduction to Scientific Computing</td>
<td>BSR1015</td>
<td>1</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>BSR1010</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Biomedical and Translational Informatics</td>
<td>TBD</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Health Care Systems</td>
<td>TBD</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Clinical Information Systems</td>
<td>TBD</td>
<td>1</td>
</tr>
<tr>
<td>Responsible Conduct in Research</td>
<td>BSR1003</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to SAS Systems</td>
<td>MPH0802</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to R</td>
<td>TBD</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Scientific Programming in Python</td>
<td>BSR2109</td>
<td>1</td>
</tr>
<tr>
<td>Optional Courses or Elective(s)</td>
<td></td>
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</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>24</strong></td>
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**Year Two – Concentration in an Elected Specialty Plus Capstone Project**

<table>
<thead>
<tr>
<th>Class</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Algorithms: Application to Biology</td>
<td>BSR3400</td>
<td>2</td>
</tr>
<tr>
<td>Concentration in Elected Specialty</td>
<td>Various</td>
<td>9</td>
</tr>
<tr>
<td>Capstone Project</td>
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</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

Please visit our [course catalog](#) for course descriptions.

**Track Two – For Students with a Bioscience Background**

**Year One – Required Courses**
## First Semester Core (either Biomedical Science, Systems Biomedicine or Cellular and Molecular Neurobiology)

<table>
<thead>
<tr>
<th>Class</th>
<th>Course #</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Introduction to Scientific Computing</td>
<td>BSR1015</td>
<td>1</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>BSR1010</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Scientific Programming in Python</td>
<td>BSR2109</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Biomedical and Translational Informatics</td>
<td>TBD</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Health Care Systems</td>
<td>TBD</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Clinical Information Systems</td>
<td>TBD</td>
<td>1</td>
</tr>
<tr>
<td>Responsible Conduct in Research</td>
<td>BSR1003</td>
<td>1</td>
</tr>
<tr>
<td>Introduction to SAS Systems</td>
<td>MPH0802</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to R</td>
<td>TBD</td>
<td>1</td>
</tr>
<tr>
<td>Optional Courses (#2) and Other Electives</td>
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</table>

**TOTAL CREDITS** 24

### Optional Courses

<table>
<thead>
<tr>
<th>Class</th>
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</thead>
<tbody>
<tr>
<td>Biomedical Science 2</td>
<td>BSR1013</td>
</tr>
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</table>

## Year Two – Concentration in an Elected Specialty Plus Capstone Project

<table>
<thead>
<tr>
<th>Class</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Algorithms - Applications to Biology</td>
<td>BSR3400</td>
<td>2</td>
</tr>
<tr>
<td>Concentration in elected specialty</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>TBD</td>
<td>10</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 21

### Areas of Concentration

We offer five areas of concentration: 1) genetics and genomics sciences, 2) structural and chemical biology, 3) systems biology, 4) clinical and translational informatics, and 5) design, technology and entrepreneurship.

### Capstone Project

10 credits will be given for the MS-BMI Capstone Project. These credits will be given during the final semester of the second year, once the student has submitted his/her project.

### Milestones

- **Select a Track** – this must be completed prior to the beginning of courses in August of the first year in the program.
- **Declare an Area of Concentration** – this must be done prior to registering for credit for the second year of the program.
- **Select a Capstone Project and Capstone Project Advisor** – this must be done by the end of the first year in the program; however, we encourage students to identify a project and advisor as early as possible.
- Develop the project proposal – the student will need to prepare a written proposal detailing what is the focus and how it will be completed
- Develop an outline for review by the advisor
- Meet at least monthly with advisor for mentoring on project
Graduation Requirements
- Complete a minimum of 45 graduate credits
- Complete the Core Curriculum with an average grade of B (3.0) or higher
- Must achieve an average GPA of at least a 3.0.
- Complete a Capstone Project
- Fill out the graduation form following the instructions provided by the Registrar.

Advising
There are several formal advising processes for MS-BMI students. These are:

- Academic Advisors – Upon matriculation, each student is assigned an academic advisor. The role of this advisor is to help students navigate the process of selecting a capstone project and capstone project advisor. Once a project is selected, the Capstone Project Advisor will become the student’s primary mentor. When the Capstone Project is completed at a partner company, and the capstone project advisor is not a Mount Sinai faculty member, the will continue a formal mentoring relationship with both the Capstone Project Advisor and the Mount Sinai Academic Advisor.

- Capstone Project Advisor – Students should select a capstone project advisor by the end of their first year. The student should discuss with their capstone project advisor the expectations and goals for the project. The Masters in Biomedical Informatics Capstone Project Agreement form should be filled out, signed by both the faculty member and the student, and returned to the MS-BMI Program Coordinator for review and signature by the MS-BMI Program Director(s).

- Program Director and Program Coordinator– The MS-BMI Program Directors and Program Coordinator are an important part of the advising team. The Program Directors will schedule periodic meetings with the MS-BMI students. Additional one-on-one meetings are available as needed and can be scheduled by appointment

Selection of a Capstone Project
Students should select a Capstone Project Advisor for their research prior to registering for credit for the second year of the program. The Capstone Project Advisor must be a faculty advisor, a faculty member in the MS-BMI program or a designated mentor at a partner company.

MS-BMI Program Admissions
All offers of admission to Icahn School of Medicine are provisional, pending receipt and evaluation of final transcripts. Transcripts must be sent directly from the appropriate Registrar's Office to the ISMMS Admissions Office. These and all other materials requested by the Registrar in conjunction with the admissions process must be received to complete a student's enrollment. Submission of false or misleading information in the application materials or in connection with the application process will be considered by the Admissions Committee and/or the Committee for Academic Review as grounds for withdrawal of the acceptance offer, dismissal, or rescission of degree.

Applications are invited from students who have completed their undergraduate degree with a major in the sciences (including computer science), engineering or related disciplines. Applicants should have a minimum GPA of 3.0.

Admission is based on the applicant’s academic records, prior MCAT or GRE scores, past research experience, letters of recommendation, and personal statement regarding ultimate career plans. In some cases, where the applicant completed their previous degree more than 5 years ago, the program directors, at their discretion, may waive the MCAT or GRE requirement.

Important Dates
January 15 – Priority application deadline

April 15 – Application review begins for priority applications

June 1 – Final application deadline. Students should have all required documents submitted by this deadline

Offers of admissions are made on a rolling basis and are generally completed by August 1st.

Students are given 4 weeks from the date of their offer of admission to accept our offer.

Deadlines

Completion of the Capstone Project - The capstone project can be completed at any time during the second year, but in order to participate in the May commencement ceremony, students must complete their capstone project by April 15th and be on track to complete all coursework with passing grades by the end of the semester.

Notification of Registrar - By March 1, students must notify the Registrar of their intent to complete their capstone project before the April deadline in order to be included in the Commencement exercises of that year. Commencement information will be sent during the spring semester to the student’s last email address recorded with the Graduate School Office.

Special consideration – Those students who scheduled to complete their capstone project between April 16th and June 15th MAY, at the discretion of the Dean of the Graduate School of Biomedical Sciences, will be eligible to participate in the spring Commencement ceremony even though they have not met the April 15th deadline. In cases where a student is allowed to participate, he/she will not receive a diploma at graduation. After a successful completion of the capstone project, a diploma will be awarded on the next date that degrees are conferred (September 30th). Only students in good academic standing will be offered this courtesy. In this case, good academic standing means that all coursework has been completed with passing grades and the student’s mentor/committee fully expect the student will successfully complete his/her project prior to June 15th. If either of these criteria is not met, the student will not be allowed to participate in the spring graduation ceremony. Additionally, any student whose capstone project was not acceptable will not be allowed to participate in Commencement until it has been accepted.
CHAPTER 7 – MS in Biomedical Sciences

MSBS Program Description

Program Director

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Program Manager

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Program Goals/Objectives
The MSBS program aims to train students in a broad spectrum of the biomedical sciences to provide them with the background essential for the pursuit of a variety of careers in the health professions, whether in doctoral programs in research and/or clinical medicine or for employment in the pharma/biotech sector.

Program Website
http://icahn.mssm.edu/education/graduate-school/degrees-and-programs/ms-in-biomedical-sciences

Program Description
The MS in Biomedical Sciences is a full-time course of study requiring 45 credits. The first year will ensure mastery of fundamental core concepts in contemporary cellular and molecular biomedical sciences, application of statistical principles to experimental design and data analysis, responsible conduct of research, and critical analysis and presentation of primary research literature in the biomedical sciences. Academic tracks have been defined that allow students to optimize their coursework for their career plans. In addition, a significant amount of time will be spent doing research in a laboratory, which will have been carefully chosen in consultation with the Program Director. Course work in the third term will be devoted to advanced elective study in the student's chosen area of interest as well as continued work on a research project, which will form the basis for a Master's thesis.

MSBS Program Requirements

Course Requirements
First Year
♦ Core Curriculum – All students must complete a core curriculum. Core curricula are typically 4-6 credits each semester. Students can select one of the following core curricula. Please note that these are the core courses as of the writing of this document, but they are subject to change on occasion.
a. Biomedical Sciences (BMS) Core: Fall Semester:
   i. Fall Semester: Biomedical Sciences Core 1 (5 credits) Introduction to Journal Club 1 (1 credit)
   ii. Spring Semesters Biomedical Sciences Core 2 (5 credits) Introduction to Journal Club II (1 credit)
b. Systems Biomedicine Core:
   i. Fall Semester: Systems Biomedicine (8.5 credits)
   ii. Spring Semester: Two of the following:
      1. Quantitative Graduate Physiology (3 credits)
      2. Structural and Chemical Approaches to Pharmacology and Drug Discovery (3 credits)
      3. Systems Biology: Biomedical Modeling (3 credits)
c. Neuroscience Core:
   i. Fall Semester
      1. Unit 1: Systems Neuroscience (4 credits)
      2. Unit 2: Cellular and Molecular Neuroscience (4 credits)
   ii. Spring Semester
      1. Unit 3: Behavioral and Cognitive Neuroscience (3 credits)
      2. Unit 4: Pathophysiology of Neurological and Psychiatric (3 credits) OPTIONAL

♦ Biostatistics for the Biomedical Researcher (3 credits) (fall semester)
♦ Responsible Conduct of Research (0.5 credit) (fall semester)
♦ Rigor and Reproducibility (0.5 credits) (spring semester)

♦ Research Credits – Students should register for Independent Biomedical Sciences Master’s Research. Students receive 8 credits for the research performed during their first year of study (4 credits for each semester). Credits appear on the spring semester transcript. These credits are graded on a scale of A through F. The grade is derived from a combination of an assessment from the thesis advisor (75%) and a year-end research progress report (25%). The year-end research progress report is in the form of a brief (10 minute) PowerPoint talk to be presented at an end of the year Laboratory Presentations mini-symposium. Prior to the presentation, students should fill out the Masters in Biomedical Sciences Laboratory Research Evaluation form with their thesis advisor and return it by July 1 to the Graduate School Office. This form determines the grade for research credits in the first year.

♦ Electives – Students complete their credit requirements with electives. Typically, during the first year, student do not take electives in the first semester and are limited to a small number of elective credits in the spring semester, depending on their individual schedules. The bulk of the elective credits are taken during the second year. Elective credits may be satisfied with:
   a. Courses from any of the PhD multi-disciplinary training areas, including seminars and journal clubs
   b. Selected courses from MD program, subject to space availability and by permission of the MSBS Program Director. All medical school courses are graded P/F.
c. Course from the MPH or MS in Clinical Research programs. Requires permission of the relevant course directors.

Second Year

- **Electives** – See above.

- **Thesis credit** – Three credits will be given for the MS Thesis in Biomedical Sciences in the final semester of the program. Thesis credits are assigned automatically when a student deposits his/her thesis.

- **Research credits** – Students should sign up for Independent Biomedical Sciences Master’s Research. Each student will receive 8 credits for research conducted during the fall of the second year.

- **Three Semesters or Four?** – While the MSBS Program is designed to be completed in 3 semesters, many students choose to spread their research and/or courses over 4 semesters. There are many advantages to utilizing the full 4 semesters to complete the degree and, as an added bonus, there are no additional tuition costs or student fees for this extra time. During the fourth semester, students will register for the course(s) they need and for research credits.

Milestones

- **Select a laboratory** – this must be completed by October 1st of the first year. See below for a description of the laboratory selection process.

- **Form a thesis committee** – this must be done by January 1st of the first year. See below for the composition of your thesis committee.

- **First committee meeting** – Master’s students must hold their first committee meeting by the end of the spring semester of the first year of study.

- **Research Update Presentation** - Master’s students are required to prepare a brief PowerPoint talk on their research to be presented at the Laboratory Presentations mini-symposium, which is typically held in early June. 25% of the first-year research grade is from the evaluation of the Laboratory Presentation.

- **Masters in Biomedical Sciences Laboratory Research Evaluation form** – Must be completed by the end of the spring semester. It is completed with the thesis advisor and must be returned by June 15 to the Graduate School Office. This form is used, in part, to determine the grade for research credits in the first year. 75% of the grade is determined by this form.

- **Second committee meeting** – By November 1st, the student should have a second committee meeting. At this meeting, the student will present his/her research progress and discuss timing for the thesis defense

- **Thesis document** – Prior to graduating, each student must submit a thesis document that describes the student’s work in detail. See below for a full description of this document and its requirements.

- **Oral defense of the thesis** – as a final milestone, each MSBS student must defend his/her thesis orally. The presentation and defense, described below, is made to the thesis/advisory committee.

Graduation Requirements

- Complete a minimum of 45 graduate credits

- Complete the Core Curriculum with an average grade of B (3.0) or higher Must achieve an average GPA of at least a 3.0.

- Complete a written thesis

- Successfully defend the thesis orally to the thesis committee
Advising

There are several formal advising processes for MSBS students. These are:

- **Academic Advisors** – Upon matriculation, each student is assigned an academic advisor. The role of this advisor is to help students navigate the process of selecting a laboratory and Thesis Advisor. Once a lab is selected, the thesis advisor will become the student’s primary mentor. In many cases, students choose to continue a mentoring relationship with their Academic Advisor.

- **Thesis Advisor** – Students should select a thesis advisor for their research by October 1 of the first semester. Master’s degree students do not do laboratory rotations. The student should discuss with their thesis advisor the expectations and goals for the research project. The Masters in Biomedical Sciences Research Agreement form should be filled out, signed by both the faculty member and the student, and returned to the Graduate School Office.

  If a student realizes that the selected laboratory is not a good match, a switch to another laboratory should be discussed with the Program Director.

- **Thesis Committee** – The Thesis Committee, as described below, will be an important part of a student’s advisory team. The student is required to have at least two meetings with his/her advisory committee prior to defending the thesis. It is to the student’s advantage to populate this committee with members who can help guide the research project technically and/or intellectually.

- **Program Director and Program Coordinator** – The MSBS Program Director and Program Coordinator are an important part of the advising team. The Program Director will schedule periodic meetings with the MSBS students. Additional one-on-one meetings are available as needed and can be scheduled by appointment.

**Selection of a Research Mentor**

Students should select a thesis advisor for their research by October 1 of the first semester. Master’s students do not do laboratory rotations. The student should discuss with their thesis advisor the expectations and goals for the research project. The Masters in Biomedical Sciences Research Agreement form should be filled out, signed by both the faculty member and the student, and returned to the Graduate School Office. If the student realizes that the selected laboratory is not a good match between the student and the thesis advisor, a switch to another laboratory should be discussed with the Program Director.

**MSBS Program Admissions**

All offers of admission to Icahn School of Medicine are provisional, pending receipt and evaluation of final transcripts. Transcripts must be sent directly from the appropriate Registrar’s Office to the ISMMS Admissions Office. These and all other materials requested by the Registrar in conjunction with the admissions process must be received to complete a student's enrollment. Submission of false or misleading information in the application materials or in connection with the application process will be considered by the Admissions Committee and/or the Committee for Academic Review as grounds for withdrawal of the acceptance offer, dismissal, or rescission of degree.

Applications are invited from students who have completed their undergraduate degree with a major in the sciences. Applicants should have a minimum GPA of 3.0 and some prior independent research experience. The Program admits only students who wish to pursue the MS degree on a full-time basis.

Admission is based on the applicant’s academic records, prior MCAT or GRE scores, past research experience, letters of recommendation, and personal statement regarding ultimate career plans.

**Important Dates**

- June 1 – Application deadline
- April 15 – Application review begins
August 1 – Offers of admissions are made on a rolling basis but are generally completed by the beginning of August.

Students are given 2 weeks from the date of their offer of admission to accept our offer.

Guidelines for Preparation of the Master's Thesis in Biomedical Sciences
The Master’s Thesis should be based on the student's own work and should provide a critical review of the relevant literature and describe the student’s research project in detail. The description of the research should be organized in sections similar to those in a journal article.

The Written Document - The following structure and guidelines are suggested.

Title

Acknowledgements

Abstract: Should be 150 words or less

Introduction: Provide a critical review of the literature that is most pertinent to the work performed. It is important in this section to develop the rationale for the work performed. It should make obvious the basis of the questions addressed by the work. It should describe the basis for the approach taken to answer these questions. It should also provide insight into the relation of the thesis to the current state of knowledge in the field. Critical evaluation of the literature is a necessity.

Finally, the introduction should clearly state a hypothesis that will be tested by the studies.

Methods: Describe the primary techniques you have used. Do not repeat details of published methods. This is not intended to be a recipe book of the methods used. Instead it is a general overview of the procedures used and details of elements that are specific to the work Detailed methods should not be presented for work not actually conducted by the student, including work done by the Core Facilities or other colleagues; such presentations convey the impression that the student actually carried out the procedures.

Results: Describe what you have accomplished, accompanied by appropriate figures and tables.

Discussion: Examine the results, explain their significance and answer the question posed in the Introduction. Place the findings in the context of what is currently known in the field, demonstrating how the understanding of the field is extended by the work.

Conclusion/Summary: Summarize and state the significance of the results.

References: In the text, cite all references in the name-and-year system (e.g. Strong and Jones, 1991). The reference list should be arranged alphabetically by the last name of the first author in a standard format with titles. The student should consult standard reference publications for appropriate citation styles.

NB: The thesis should be written by the student, not by the thesis advisor. It is the role of the thesis advisor to guide the student in preparing a coherent, intelligible document to be distributed to the members of the Committee. However, the thesis advisor should also ensure, to the best of her/his ability, that the proposal is an original document and that the language of the proposal is that of the student. Ultimately, it is the responsibility of the student to provide an acceptable document.

The thesis should be in the best traditions of scholarship, e.g., identify sources, balance presentation by including conflicting data and counter arguments, etc.
A student should not present tables or figures that are not entirely his/her own work, unless this is unavoidable because the data are necessary to develop the story. In that case, the precise contribution of the student must be made clear.

Students who wish to use published manuscripts as the backbone of their thesis text may do so under the following circumstances:

a. A general introduction, literature review, and summary are written for the thesis.

b. Permission to use the published paper as part of the thesis is obtained from the relevant publisher. A note should be made in the thesis indicating that copyright approval was granted.

c. The publication represents both the scientific work and writing of the student.

d. The student must be the first author on papers used.

e. Multi-author publications must be accompanied by a precise list of all work not actually performed by the student. Even better, those experiments not conducted by the student should be edited out of the thesis and just cited.

f. The student must have had a major role in writing the manuscripts (this should be certified by the thesis advisor). If the student did not do the earlier writing, the work should be rewritten by the student for the thesis.

g. A paper that has been submitted, but not yet accepted, can be used. But a note should be made on the paper that it was used in a Master’s thesis as partial requirement for the fulfillment of the MS degree.

♦ Thesis Formatting – Because your thesis will be deposited and copyrighted through UMI Dissertation Publishing, please refer to detailed formatting instructions in “Depositing Your Master’s Thesis” which is part of the Master’s Thesis Deposit packet, available from the Registrar’s Office Forms Page.

♦ Depositing One’s Thesis – Instructions for preparing the MS thesis deposit can be found in MS Thesis Deposit Instructions on the Registrar’s Office Forms website. When the student is ready to deposit the Master’s Thesis, s/he should deposit the thesis electronically according to the instructions in the Deposit Instructions document within three calendar years of the date of initial matriculation in the Graduate School. After depositing the thesis, the student can request an interim confirmation testifying to the completion of the degree requirements.

♦ The Oral Presentation/Defense – When the student is ready to defend his/her thesis, the MS Thesis Defense Registration form must be filled out and returned to the Graduate School Office. The student should bring the MS Thesis Approval form to the oral presentation/defense.

Since the Master’s Thesis Review Committee members will have read the written document before this presentation, the student should use this opportunity to give a summary of the particulars of the research and the proposal. This should be in the form of a well-rounded seminar-style talk, but does not need to be a full 50-minute seminar. Summary lengths are typically no less than 15 minutes. Power point slides are encouraged.

Prior to the presentation, the student should decide with the Chair of the Committee whether or not the questions will be asked throughout the presentation or if they will be held until the end. This decision is fully at the discretion of the student and Committee Chair.

In preparing for the defense, the student should plan to:

a. Defend the rationale for the approach(es) used;

b. Explain how this will answer the questions being asked.
c. Describe potential problems associated with the methodology and should also consider alternative approaches that could be used.

d. Describe in detail every figure presented.

e. Detail the strengths and weaknesses of the data.

f. Defend your interpretation(s) of each figure and be able to discuss alternative interpretations.

g. Coherently describe the integration of all studies described into an overall set of conclusions. This description should include placing the work into the conceptual framework of the field.

h. Rigorously defend the conclusions drawn

- The Master’s Thesis Review Committee – The Master’s Thesis Review Committee is composed of at least 3 members. The student’s thesis advisor will chair the committee. Other members of the Committee should include faculty knowledgeable in the field of the thesis research. One member should have an appointment outside the thesis advisor’s Department and the other member may be from the thesis advisor’s Department. These three members, as well as any additional members the student and his/her thesis advisor may want to add, will be appointed by the Program Director. At its discretion alone, the Graduate School may choose to have a representative present for the defense. This representative would be in addition to the three appointed committee members, but would not vote on the outcome of the defense.

- The Master’s Thesis should be submitted to each member of the Committee at least ten days before the scheduled oral presentation.

- The Committee should evaluate the student’s ability to:
  a. evaluate and synthesize relevant literature defend the methods used
  b. articulate and elaborate on the experiments described
  c. discuss the significance of the work and potential future research directions
  d. justify conclusions

Revisions recommended by the Committee must be completed in a timely fashion. The student’s thesis advisor should approve the revised thesis before it is deposited. The student should make note of the deadlines described below for final deposit of the thesis and dates that the MS degree will be awarded. The thesis must be deposited by the end of the semester in which the thesis defense takes place. The student will maintain student status until the thesis is deposited.

- Deadlines –

  **Thesis deposit** - The thesis may be deposited at any time during the year, but the following deposit deadlines determine the date of the degree.

<table>
<thead>
<tr>
<th>For the degree to be awarded:</th>
<th>You must deposit by:</th>
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<tbody>
<tr>
<td>September 30</td>
<td>September 15</td>
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<tr>
<td>January 31</td>
<td>January 15</td>
</tr>
<tr>
<td>May (ISMMS graduation date)</td>
<td>April 15</td>
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</table>

The degree is awarded on September 30, January 31, or the date of ISMMS’s annual Commencement in May. Students depositing by the January or April deadline will receive their diploma at Commencement.
**Notification of Registrar** – By March 1, students must notify the Registrar of their intent to deposit their thesis on or before the April deposit deadlines in order to be included in the Commencement exercises of that year. Commencement information will be sent during the spring semester to the student’s last email address recorded with the Graduate School Office.

**Special consideration** – Those students who have a dissertation or thesis defense scheduled between April 16th and June 15th MAY, at the discretion of the Dean of the Graduate School of Biomedical Sciences, be eligible to participate in the spring Commencement ceremony even though they have not met the April 15th thesis/dissertation deposit deadline. In cases where a student is allowed to participate, he/she will not receive a diploma at graduation. After a successful defense, a diploma will be awarded on the next date that degrees are conferred (September 30th). Only students in good academic standing will be offered this courtesy. In this case, good academic standing means that all coursework has been completed with passing grades and the student’s mentor/committee fully expect the student will successfully defend his/her thesis/dissertation prior to June 15th. If either of these criteria is not met, the student will not be allowed to participate in the spring graduation ceremony. Additionally, any student whose defense was not acceptable to their committee will not be allowed to participate in Commencement until after successfully defending and depositing.

♦ Publications –

Publications stemming from an MSBS student's thesis research should include the following acknowledgement -

"This work represents the Master’s thesis of (students name) as partial requirement for the fulfillment of the MS degree in Biomedical Sciences offered by the Graduate School of Biomedical Sciences at Mount Sinai."

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**Master's to PhD**

Master in Biomedical Sciences students may seek entry into the PhD in Biomedical Sciences program or the PhD in Neuroscience program.

Master’s students seeking entry into one of the Ph.D. programs must complete all the requirements for admission, including a new application and personal statement that explains the reason for undertaking pursuit of the Ph.D. degree. Refer to the PhD Program description for application the deadline. Official transcripts and test scores previously submitted to the Graduate School may be used in support of the new application, but must be supplemented by official transcripts for any academic course work taken since entering the Graduate School. Two new letters of recommendation must be submitted. Students who wish to continue their research in the same laboratory as their Master’s research, must include a letter of recommendation from their thesis advisor stating that s/he is willing to have the student join his/her lab for PhD dissertation research. However, students must rotate in at least one other laboratory before starting their dissertation research in their MS thesis advisor’s laboratory. MSBS students transferring to the Ph.D. or M.D./Ph.D. program will be required to retake the RCR course.

Most or all of the credits earned in pursuit of the M.S. degree can also be applied towards Ph.D. degree requirements, so students who begin their studies in a Master's program can later complete a Ph.D. program with minimal loss of time.

If the student wishes to complete and receive the Master’s degree before starting the Ph.D. program, this request must be made in writing at the time of the application to enter the Ph.D. degree program. This request will be granted only if the student has substantially completed the requirements for the Master’s degree and plans to deposit his/her Master’s thesis by April 15. In practical terms, this means that the student should need only to complete fewer than six additional credits, including the Master’s Thesis, during the spring semester before entry into the PhD program.
CHAPTER 8 – MS in Biostatistics

MS in Biostatistics Program Description

Program Directors

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Program Coordinator

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Program Goals/Objectives

The Master of Science in Biostatistics program is designed to prepare students for careers as data analysts and applied statisticians in the biomedical sciences. It is the ideal advanced degree choice for students whose goal is to work as a biostatistician in a clinical, research, or industry setting. It also serves as the perfect stepping stone on the path to earning a PhD in Biostatistics or Epidemiology.

Program Website
http://icahn.mssm.edu/education/masters/biostatistics

Program Description

Presented in a one-year, full-time format, the MS in Biostatistics program offers students rigorous, comprehensive didactic training in high-quality clinical and translational research. Our curriculum provides students with strong quantitative training as well as practical strategies for addressing complex challenges of novel, clinical research. The program also helps students hone their critical thinking skills. The cohort consists of only 5-10 students, providing the opportunity to gain excellent mentorship and individualized attention from faculty in biostatistics and a variety of other disciplines.

MS in Biostatistics Program Requirements

Course Requirements
Each track in the MS in Biostatistics Program curriculum consists of at least 34 credits which must be completed in one full-time academic year. In addition to coursework, students will complete a capstone project in each term. A detailed curriculum and a capstone overview are provided below.

**Coursework – Theory and Methods Track**

Students are expected to take a total of four required courses (10 credits) in the Fall Term, five required courses (13 credits) in the Spring I Term, and three required courses (7 credits) in the Spring II Term. In addition to the 31 credits of required coursework, students must take at least one three-credit clinical research-related elective, yielding the 34-credit minimum to successfully complete the MS in Biostatistics Program in one year. Required coursework is indicated in bold below, with possible electives listed in italics.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td><em>Biostatistics for Biomedical Research</em></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Fundamentals of Epidemiology</em></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Probability and Inference I</em></td>
<td>3</td>
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<tr>
<td></td>
<td><em>Capstone</em></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><em>Clinical Trials Management (elective)</em></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><em>Introduction to R Programming (elective)</em></td>
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<table>
<thead>
<tr>
<th>Spring I</th>
<th>Course Title</th>
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<tbody>
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<td><em>Theory of Linear and Generalized Linear Models</em></td>
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</tr>
<tr>
<td></td>
<td><em>Analysis of Categorical Data</em></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Probability and Inference II</em></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Applied Biostatistics in Clinical Trials</em></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Capstone</em></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><em>Health Economics (elective)</em></td>
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</table>

<table>
<thead>
<tr>
<th>Spring II</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
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<td><em>Analysis of Longitudinal Data</em></td>
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<tr>
<td></td>
<td><em>Survival Analysis</em></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Capstone</em></td>
<td>1</td>
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<tr>
<td></td>
<td><em>The Drug Development Process (elective)</em></td>
<td>1</td>
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<tr>
<td></td>
<td><em>Molecular Epidemiology (elective)</em></td>
<td>3</td>
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<tr>
<td></td>
<td><em>Principal Topics in Biomedical Informatics (elective)</em></td>
<td>3</td>
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<td></td>
<td><em>Pharmacoeconomics (elective)</em></td>
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<td><em>Race and Causal Inference Seminar (elective)</em></td>
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<td></td>
<td><em>Applied Analysis of Healthcare Databases</em></td>
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<tr>
<td>Required Credits</td>
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<tr>
<td>Minimum Elective Credits</td>
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<tr>
<td>Molecular Epidemiology (elective)</td>
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<tr>
<td>Total Credits</td>
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<td>34</td>
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**Coursework – Clinical Applications Track**

Students are expected to take a total of six required courses (12 credits) in the Fall Term, four required courses (10 credits) in the Spring I Term, and five required courses (9 credits) in the Spring II Term. In addition to the 31 credits of required coursework, students must take at least one three-credit clinical research-related elective, yielding the 34-credit minimum to successfully complete the MS in Biostatistics Program in one year. Required coursework is indicated in bold below, with possible electives listed in italics.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
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<td><em>Survival Analysis</em></td>
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<td></td>
<td><em>Capstone</em></td>
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<td></td>
<td><em>The Drug Development Process (elective)</em></td>
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<tr>
<td></td>
<td><em>Molecular Epidemiology (elective)</em></td>
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<td></td>
<td><em>Pharmacoeconomics (elective)</em></td>
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<td><em>Race and Causal Inference Seminar (elective)</em></td>
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<td><em>Applied Analysis of Healthcare Databases</em></td>
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<td><em>Required Credits</em></td>
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<td><em>Minimum Elective Credits</em></td>
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<td></td>
<td><em>Molecular Epidemiology (elective)</em></td>
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<td>Course Title</td>
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<tr>
<td>Biostatistics for Biomedical Research</td>
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<tr>
<td>Fundamentals of Epidemiology</td>
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<tr>
<td>Clinical Trials Management</td>
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<tr>
<td>Probability and Inference I</td>
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<tr>
<td>Capstone (Research Project)</td>
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<tr>
<td>Introduction to R Programming (elective)</td>
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<table>
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<tr>
<td>Analysis of Categorical Data</td>
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<tr>
<td>Applied Biostatistics in Clinical Trials</td>
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<tr>
<td>Capstone (Research Project)</td>
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<tr>
<td>Health Economics (elective)</td>
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<tr>
<td>Introduction to Socio-Behavioral Health (elective)</td>
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</tr>
<tr>
<td>Genetic Epidemiology (elective)</td>
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<table>
<thead>
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<td>Grant Writing</td>
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<tr>
<td>Capstone (Research Project)</td>
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<tr>
<td>Applied Analysis of Healthcare Databases</td>
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<td>Race and Causal Inference Seminar</td>
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<tr>
<td>Molecular Epidemiology (elective)</td>
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<tr>
<td>Principal Topics in Biomedical Informatics (elective)</td>
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<tr>
<td>Pharmacoeconomics (elective)</td>
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<td>Required Credits</td>
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<td>3</td>
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<tr>
<td>Total Credits</td>
<td>34</td>
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**Capstone Overview**

The capstone-related lectures and projects will:

- Engage students in important discourse surrounding data management and research ethics
- Challenge students to turn conceptual research questions into testable hypotheses and to determine the appropriate analytic testing methods
- Provide students with the opportunity to shadow Biostatistics faculty mentors in the Center for Biostatistics consultation service

Additionally, students will learn how to create appropriate study design-related and methodological solutions to cutting edge, real-world research questions. Students will conduct advanced preliminary analyses under the guidance and supervision of their mentors. At the end of the Spring II term students will communicate their findings to an institution-wide audience at an MS in Biostatistics Capstone Symposium.

**MS in Biostatistics Program Admissions**

**Eligibility – Theory and Methods Track**
You must meet the following eligibility requirements to be considered for the Theory Track in the MS in Biostatistics Program:

♦ At least one college-level linear algebra course with grade of B or higher
♦ At least two semesters of college-level calculus with grade of B or higher
♦ GRE (Optional)
♦ TOEFL if you are coming from a non-English speaking country

**Eligibility – Clinical Applications Track**
You must meet the following eligibility requirements to be considered for the Clinical Applications Track in the MS in Biostatistics Program:

♦ Be a clinical researcher (hold a degree in medical sciences and be actively involved in clinical research)
♦ At least one semester of college-level calculus with grade of B or higher
♦ At least one college-level linear algebra course with grade of B or higher
♦ GRE (Optional)
♦ TOEFL if you are coming from a non-English speaking country

**Application**
The application deadline is April 1st. You will receive a comprehensive evaluation for admission based on factors including your academic record, post-undergraduate professional experiences, and motivation for successful completion of the program. We require the following application materials from you:

**Theory and Methods Track**
Completed [online application form] including:

♦ Background and demographics
♦ Personal statement (700 words or less) clearly explaining your motivation for applying to the program and your post-graduation career objectives
♦ Current curriculum vitae or resume
♦ Non-refundable application fee of $80

**Clinical Applications Track**
Completed [online application form] including:

♦ Background and demographics
♦ Personal statement (700 words or less) clearly explaining your motivation for applying to the program and how an MS in Biostatistics degree will help advance your career in clinical and translational research
♦ Current curriculum vitae or resume
♦ Non-refundable application fee of $80

Submit official transcripts for all undergraduate and graduate programs for which a degree was earned to: Icahn School of Medicine, Office of Admissions, One Gustave L. Levy Place, Box 1002, New York, NY 10029, and please include:

♦ Two letters of recommendation to be emailed by recommenders directly to admissions@mssm.edu
Women and underrepresented minorities are especially encouraged to apply.

### MS in Biostatistics Program - Curriculum Overview

**KEY:**
- Both tracks
- Theory and Methods track only
- Clinical Applications track only

<table>
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<tr>
<th>Required Courses</th>
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<th>Required Courses</th>
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<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring I</strong></td>
<td><strong>Spring II</strong></td>
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<td>Biostatistics for</td>
<td>Theory of Linear &amp;</td>
<td>Analysis of Longitudinal</td>
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<td>Biomedical Research</td>
<td>Generalized Linear Models</td>
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<td>Fundamentals of</td>
<td>Analysis of Categorical Data</td>
<td>Survival Analysis</td>
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<tr>
<td>Epidemiology</td>
<td>Probability and Inference I</td>
<td>Probability and Inference II</td>
</tr>
<tr>
<td>Clinical Trials</td>
<td>Applied Biostatistics in Clinical Trials</td>
<td>Applied Analysis of Healthcare Databases</td>
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<td>Management</td>
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<td>Race and Causal Inference Seminar</td>
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<td>Clinical Trials</td>
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<td>Introduction to R</td>
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<td>Applied Analysis of Healthcare Databases</td>
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CHAPTER 9 – MS in Genetic Counseling

MS in Genetic Counseling Program Description

Program Director

Randi Zinberg, MS, CGC
(212) 241-9197
randi.zinberg@mssm.edu

Program Assistant Director

Sabrina Suckiel, MS, CGC (212 )
241-3647
sabrina.suckiel@mssm.edu

Program Goals/Objectives
The Genetic Counseling Program is a 21-month, full-time course of study designed to train future genetic counselors through intensive coursework and a variety of clinical placements.

Program Website
http://icahn.mssm.edu/education/graduate-school/degrees-and-programs/ms-in-genetic-counseling

Program Description
The Master’s Program in Genetic Counseling is sponsored by the Icahn School of Medicine at Mount Sinai’s Department of Genetics and Genomic Sciences, a large multidisciplinary center providing clinical and laboratory services to a wide range of patients and families. The faculty is on the forefront of research in the diagnosis and treatment of genetic and genomic disorders and has a proven commitment to the field of genetic counseling and to the communities they serve. The integration of academic and clinical disciplines within one of the country's preeminent medical centers provides an ideal environment for this Master's Program, affording our students unparalleled opportunities for study, research, and practice in the challenging and exciting field of human genetics and genetic counseling.

Students must complete the core curriculum. Students are also required to rotate through a variety of clinical settings from prenatal to pediatric to adult genetics. These rotations provide opportunities for extensive supervised experience in history taking, interviewing, psychosocial assessment, and genetic risk assessment.

Candidates for the Master of Science in Genetic Counseling must complete an in-depth study of a selected genetic counseling issue or topic. Students are strongly encouraged to study topics appropriate for national presentation and/or publication. Following graduation, the Counselor is eligible for the American Board of Genetic Counseling (ABMG)Certification Examination. The Program is accredited by the Accreditation Council of Genetic Counseling (ACGC).
MSGC Program Requirements

Course Requirements
The core curriculum of the Master of Science in Genetic Counseling is provided by the faculty of the Department of Genetics and Genomic Sciences, the Graduate School of Biomedical Sciences, including the Master of Public Health and Clinical Research programs, and the School of Medicine. Courses include:

♦ Structures (Embryology)
♦ Molecules, Cells & Genomics
♦ Biostatistics
♦ Epidemiology
♦ Clinical Research Ethics in Genetic Counseling
♦ Topics in Genetic Counseling I, II, III
♦ Introduction to The Ethical Responsibility of Genetic Counselors
♦ Introduction to Interviewing and Counseling Methodology
♦ Bioethics
♦ Medical Genetics
♦ Culture, Illness and Community Health
♦ Impact of Illness on Patients and Families
♦ Practical Analysis of a Personal Genome

The program begins in early August. All courses are not concurrent. Students are expected to be in residence throughout the summer except as designated by the Program Director.

Graduation Requirements
♦ Achieve a cumulative GPA of 3.0 or higher for all required courses
♦ Satisfactorily complete the core curriculum
♦ Attain the minimum clinical competencies defined and documented by each clinical training area
♦ Complete a minimum of 50 clinical cases as required by the ACGC
♦ Complete, present and deposit an in-depth thesis project of a selected genetic counseling issue or topic

Thesis Milestones
Year 1:
March 15th
♦ Send a brief summary of proposed research to Program Director/Assistant Program Director
♦ Program Director/Assistant Director will provide feedback regarding feasibility and potential advisors

March 31st
♦ Advisor(s) secured

May 15th
♦ First draft of proposal completed
♦ Include hypothesis, summary, background and proposed methodology
♦ Proposals will be reviewed by the guiding committee

June 30th
♦ Final Deadline to Submit project proposal to relevant regulatory bodies

Year 2:

Mid-March
♦ Presentation of Research to clinical faculty/staff/students

April 15
♦ Final date for deposit* of thesis for May graduation**

*Deposit instructions can be found at http://icahn.mssm.edu/education/student-resources/resources-for-current-students/registrar/graduate-school-forms

** If a thesis project cannot be completed by April 15th students cannot receive their diploma in May. Students should discuss alternative deposit deadlines with Program leadership.

Advising
Students will meet with the Program Director/Assistant Director a minimum two times/year. Students will acquire a thesis advisor(s) based on the topic of interest. In addition, students are provided a genetic counselor to serve as a mentor for psycho-social skills development and professional growth.

MSGC Program Admissions
Students who will be considered for admission must have completed a baccalaureate or graduate program from an accredited college or university and should have a strong background in basic and social sciences including genetics, biology, biochemistry, psychology, and statistics. Competitive applicants should demonstrate an understanding of the genetic counseling profession and have experience in a communication or support organization. Experience(s) could include any peer counseling related activities or working with external agencies which provide counseling services.

In addition to the application form and supporting documents, applicants are required to submit GRE scores for the general exam, three letters of recommendation, a statement of purpose and register with the National Matching Services (NMS)

Important Admission Dates
♦ January 5 – Application deadline
♦ February-April – Competitive applicants are invited to interview with our faculty and students
♦ Spring – Notification of admissions will follow the guidelines established by the Association of Genetic Counseling Program Directors. Typically, admission decisions are announced in late April.
CHAPTER 10 – MS in Healthcare Delivery Leadership

MSHCDL Program Description

Program Director

Brian J. Nickerson, PhD, Administrative Director, MS in Health Care Delivery Leadership Program
Senior Faculty, Dept. of Health Evidence and Policy
212-659-1402
brian.nickerson@mssm.edu

Program Coordinator

Herb Lopez
212-659-1402
herb.lopez@mssm.edu

Program Description

Health care delivery is undergoing rapid change. It demands innovative, highly-skilled, forward-thinking leaders who can adapt and transform health care organizations to meet the challenges of this new era. The Master of Science Program in Health Care Delivery Leadership (MSHCDL) is designed to meet these needs. Delivered in a blended online format, the program provides students the competitive advantage required to provide strategic leadership in a changing health care landscape.

Our curriculum is built upon the philosophy that effective and efficient solutions to current challenges in health care delivery require:

♦ Evidence-based approaches to decision making
♦ Revised strategic frameworks of thinking and implementation
♦ Holistic change management
♦ Deep understanding of complex health care reforms

The program is delivered primarily via an enhanced e-Learning Management System, over the course of 21 months while students continue to work full time. Online courses will take seven (7) weeks to complete and require on average sixteen (16) hours per week on substantive course tasks which equates to 2.5 credit hours. However, there is one online introductory course, the Affordable Care Act, which will be two (2) weeks in length but adhere to the same per week average and result in awarding of one (1) credit hour for successful completion.

Two (2) of the courses are delivered as in-person seminars: one in the beginning of the program and one that bridges into the second year, and run intensively over a five (5)-day period and require substantive pre-residency seminar work equating to two (2) credit hours for successful completion. Total credit hours for the program will be 35. This unique educational approach allows students flexibility in
completing engaging coursework, while also providing multiple opportunities for collaborative learning and networking with other program participants, faculty, and health care leaders.

**MSHCDL Program Admissions**

The ideal applicant to the program will have several years of professional experience in a healthcare setting or in an industry support health care delivery. Candidates should also have leadership and/or management experience in any of the following organization types:

- Hospital, research or clinical setting
- Health care service company
- Health plan/insurer
- Pharmaceutical company
- Medical device corporation
- Educational organization
- Government agency
- Consulting firm

Applicants to the program receive a comprehensive evaluation for admission based upon a range of factors including academic record, professional experiences, leadership capabilities, major accomplishments, and motivation to complete a demanding degree program.

For groups of two or more individuals from the same organization, we would also require a brief letter of institutional support from someone in a senior leadership position.

Standardized test scores (GRE, MCAT, or GMAT) are generally not required to apply to the program, but scores taken within the last 3 years can be submitted as evidence towards preparation for advanced graduate study. However, those applicants who do not possess a graduate-level degree and have only the minimum years of expected experience may be asked, during the admissions process, to take and submit scores as additional evidence of capability to complete the rigorous program.

Applicants from non-English speaking countries will be required to submit a TOEFL score. This requirement may be waived by the program Directors after conducting an evaluation of a candidate’s prior experience in English-speaking settings. Academic transcripts from non-US institutions will need to be submitted to the World Education Service (WES) for a course-by-course evaluation.

**Application Deadline**

Priority Deadline is typically around March 1. Regular deadline is usually near the first week of July.

**Courses**

**Fall I:**

- Gateway Seminar: Critical Themes for Health Care Delivery in the 21st Century
- The Affordable Care Act
- Strategy Creation for Health Care Delivery Organizations
- Improving Population and Public Health Delivery

**Spring I:**

- Leading and Managing Health Care Delivery Organizations
Innovations in Health Care

Strategic Communications for Health Care Delivery Organizations

Fall II:

Operations Management in Health Care Delivery Part 1

Leveraging Data for Evidence-Based Decision-Making in Health Care Part 2

Seminar 2: Systems, Tools and Techniques for Improve Health Care Delivery

Health Information Systems and Technology

Health Care Delivery Economics

Spring II:

Health Care Delivery Economics

Finance Essentials for Health Care Delivery Leadership

Navigating Health Care Reform Policy and Politics

Capstone

Computer System Requirements
All students must have a laptop with up-to-date hardware and software to access video and other digital course content on the Learning Management System 24/7. For the most current requirements, please visit the website at icahn.mssm.edu/mshcdl.

Attendance

Icahn School of Medicine at Mount Sinai expects students to participate in and attend all instructional activities. The requirement of active participation is no different in an online course versus classroom base course, albeit using different methods and mediums. Student "attendance" in an online course will be measured against the criteria for active course participation that is defined in the individual course syllabus.

To maintain integrity of the cohort model learning process which requires active peer-to-peer knowledge exchange, assignments should not be submitted prior to the official course start date. Assignments which are submitted prior to the course start date will not receive credit.

Students are required to view all lectures and presentations and be actively engaged in Blackboard LMS online learning community.

All course activity is monitored to ensure compliance with regulatory standards of contact hour participation. Online courses will, at a minimum, have weekly mechanisms for student participation, which can be documented by any or all of the following methods: student tracking records in Blackboard; submission/completion of assignments; and communication with the instructor. As a measure of added identity verification, students will be randomly assigned to receive a number of challenge questions derived from publicly available information (no pre-set questions), to which only they would know the answers, as they are submitting a course assignment or examination.

Discussion board postings are an integral part of the course. As such, you must post your own responses weekly to the discussion board and must read and respond to at least two other student’s posting. Responses must be more than “I agree.” They should be substantive and should reference reading assignments, web references, lecture notes and outside resources.

Class synchronous sessions are required (mandatory) in courses. Refer to the course syllabus for specific information about synchronous meeting requirements.
Students who fail to maintain active participation in an online course as defined in the course syllabus will be contacted by the course instructor and/or the program administrator to figure out the best way to quickly re-engage. Multiple or long periods of neglect toward actively engaging in week-to-week course activities may result in poor grades on related assignments, a failing grade in a course, and, in some instances, dismissal from the program.

Netiquette
What is etiquette online?

Etiquette in technology, referred to as netiquette, regulates what conduct is considered acceptable in an online or digital environment. Netiquette provides general conduct guidelines and reminders, such as not using all capital letters because it is the equivalent of shouting or shorthand texting abbreviations that can be easily misunderstood. Participants in the online environment should use a more formal approach than we find via social media avenues. Even though most of the work is taking place online the digital classroom should resemble acceptable behavior in a traditional classroom environment. The social code of netiquette guidelines below will also help reduce online miscommunication.

General Netiquette Rules:

- Make the Connection.
  a. Pay attention to the context of your postings.
  b. Responses submitted in discussion forums, blog posts and other communication platforms in the online space need to be written in a way that is logical and clear to your peers.

- Be Professional
  a. Remember that there is another person on the other side of the computer.
  b. Sometimes people incorrectly think that when communicating in the online space that there are lower standards of ethics or personal behavior.
  c. While communication may be present in multiple forms in the online space, professional standards are not lower than they are in real life.
  d. If conflicted about what professionalism is online, consult the code and values followed in your day-to-day professional life. Chances are you will find the appropriate answer.

- Agree to Disagree - Be Pleasant and Polite
  a. You will not always agree with everyone.
  b. Remember that people are presenting from their own perspectives and experiences.
  c. Do not use offensive language or be confrontational for the sake of confrontation. Challenging ideas put forth by peers is acceptable, but must be done so in a collegial manner and not personalized.

- Ask Questions
  a. Remember that people in the online community come from various backgrounds.
  b. Culture is a set of shared values which influences communication and may explain the context of offered statements. Before drawing negative conclusions, ask for clarification.

- Forgive Your Community Members
  a. Not everyone has experience communicating online.
b. When someone makes a mistake with spelling, asking a “stupid” question or responding unnecessarily long, it is best to be kind about it.

c. If you decide to inform someone of their mistake, be polite and preferably by private email rather than in the public forum.

- Remember to give people the benefit of the doubt

*This Netiquette policy is adapted from Rutgers [Netiquette — Often-Overlooked Policy](#), Howard Community College’s [Netiquette Statement](#) and Virginia Shea’s [The Core Rules of Netiquette](#).*
CHAPTER 11 – Public Health Program

Public Health Program Description

Program Director

Nils Hennig, M.D., Ph.D., M.P.H.
212-824-7033
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Administrative Director

Elisabeth Brodbeck, M.P.H, M.A.
212-824-7322
Elisabeth.brodbeck@mssm.edu

Program Manager, Public Health Practice

Christine Cortalano, MPH, CHES
212-824-7365
Christine.cortalano@mssm.edu

Program Coordinator, Student Affairs

Jennifer Valdivia Espino, MS
212-824-7077
Jennifer.valdivia-espino@mssm.edu

Program Coordinator, Admissions & Recruitment

Jacob Keller
212-824-7174
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Administrative Assistant

Rose Vallines
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Rose.vallines@mssm.edu

Program Goals/Objectives
The mission of the Graduate Program in Public Health at the Icahn School of Medicine at Mount Sinai is to educate our students to prevent disease, protect the environment, and promote good health in partnership with the populations they serve. Through interdisciplinary research and innovation, policy analysis, and advocacy, our students and graduates translate knowledge into practice to serve local, national, and global communities.

Program Website
http://icahn.mssm.edu/publichealth

Program Description
Accredited by the Council on Education for Public Health (CEPH), the Graduate Program in Public Health offers a Master of Public Health (MPH) degree, a 45-credit, competency-based program in which students can pursue a general public health course of study or choose from seven areas of specialization. The Graduate Program in Public Health also offers an Advanced Certificate in Public Health, an MD-MPH dual degree program, and a jointly registered MPH-MSW dual degree program with Fordham University’s School of Social Service.

Program Information and Handbook
For complete program descriptions, the Curriculum Guide, Student Handbook, specialty track checklists, and application materials please visit the website at: http://icahn.mssm.edu/publichealth
CHAPTER 12 – Special Programs

Summer Undergraduate Research Program (SURP)
The Graduate School of Biomedical Sciences sponsors and administers the Summer Undergraduate Research Program (SURP) as a vehicle for bringing outstanding research-oriented undergraduate students into its community. For their research, students are able to select from a large pool of basic science laboratories where they will spend their 10-week internship. In addition to attending a weekly seminar given by a basic science faculty, a roundtable science discussion, and participation in departmental lecture series, SURP students are expected to present their own research at a poster session at the end of their stay. The primary emphasis of SURP is to introduce its students to the school’s outstanding basic science research and eventually recruit them for either the PhD or MD/PhD programs. The school’s faculty and graduate students interact with SURP students and serve as mentors to them. Many of the SURP students continue to interact with their mentor and laboratory even after the fellowship has ended. A preference will be given to SURP applicants who want to pursue a PhD or MD/PhD.

Post-Baccalaureate Research Education Program (PREP)
The Icahn School of Medicine at Mount Sinai’s Post-Baccalaureate Research Education Program (Mount Sinai PREP) is a program funded by the Division of Training, Workforce Development, and Diversity (TWD Division) of the National Institute of General Medical Sciences. Mount Sinai PREP supports a 1-2 year, non-degree program of intensive research and opportunities for course-work and skills development that will foster the success of recent college graduates from groups that are underrepresented in health-related sciences and individuals with disabilities to enter doctoral training in biomedical sciences, particularly in PhD or MD/PhD programs. Mount Sinai PREP scholars work in laboratories of their choice and engage in course-work together with other student groups.

Other Special Programs
The Graduate School periodically sponsors special seminars, workshops, and mini-courses in such areas as Philosophy of Science, Biohazards, Grant Proposals, and Careers in Biotechnology. Students are encouraged to help organize such programs in areas of interest to them.
CHAPTER 13 – Graduate School Committees

Graduate Programs in Biomedical Sciences

Steering Committees

Biomedical Sciences Steering Committee
This Committee is advisory to the Dean of the Graduate School and addresses the educational goals, objectives and policies of the biomedical sciences programs of the Graduate School. The Committee meets monthly.

In addition to faculty members, the Committee includes:

♦ Four student members and 2 postdoctoral fellows

♦ The Dean of the Graduate School, at his/her discretion, may appoint additional faculty who represent other stakeholders to serve on this committee.

Members of this committee will be appointed by the Dean of the Graduate School for two-year, renewable terms. Faculty are selected to provide the Steering Committee with representation from a broad range of programs, departments, and institutes. The Dean will appoint one committee member to serve as Chair for the academic year.

Students and Postdoctoral Fellows on this Committee serve as liaisons between trainee leadership (Student Council and Postdoctoral Executive Committee) and the leadership of the graduate programs. Members are appointed based on consultation between the Steering Committee chair and respective trainee groups.

MD/PhD Program Steering Committee
This Committee is advisory to the MSTP Director and addresses the educational goals, objectives and program-specific initiatives of students in the MD/PhD Program. The Committee meets twice per year.

The Committee includes:

♦ Associate Director of the MSTP

♦ Assistant Directors of the MSTP

♦ Three MD/PhD students (representing the preclinical, graduate and clinical phases of the program).

♦ The Dean of the Graduate School, in consultation with the MD/PhD Program Director, may appoint additional faculty who represent other stakeholders to serve on this committee.

♦ Additional members nominated by the Dean of Medical Education

The Director of the MSTP serves as Chair. Student members are appointed as described below.

Curriculum Committee
This Committee is advisory to the Dean of the Graduate School and reviews and evaluates all courses and curricular issues for existing and new degree-granting programs. The Committee meets monthly.

The Curriculum Committee includes:

♦ Faculty - At the beginning of the academic year, each MTA will nominate 2-3 faculty to serve on the committee. The Dean of the Graduate School will select and appoint faculty for two-year, renewable terms. Each MTA will have at least one faculty representative.
Four student members (2 PhD and 2 MD/PhD).

The Associate Dean of the Graduate School serves on this committee as a representative of the Graduate School.

The Dean will appoint one committee member to serve as Chair for the academic year. Student members are appointed as described below.

Admissions Committees

PhD Admissions Committee
This committee evaluates applications for admission and makes recommendations to the Dean of the Graduate School about admission or rejection of candidates. The committee meets regularly during the admissions season. The PhD Admissions Committee includes:

- Faculty – At the beginning of the academic year, each MTA will nominate 2-3 faculty to serve on the committee. The Dean of the Graduate School will select and appoint faculty for two-year, renewable terms. Each MTA will have at least one faculty representative.

- Four student members.

The Senior Associate Dean for Curriculum of the Graduate School serves as Chair of this committee.

MD/PhD Admissions Committee
The MD/PhD Admissions Committee evaluates applicants to the MD/PhD Program and scores them based on academic excellence, research experience, letters of recommendation, MD/PhD motivation statement, exposure to clinical medicine, and the interviewer scores. The committee meets 4 or 5 times during the Admissions season. The MD/PhD Admissions Committee includes:

- Leadership –The Director and Associate Directors of the MD/PhD Program

- Faculty –The Director of the MD/PhD Program appoints faculty for three-year, renewable terms. Faculty represent all MTAs and have mentored MD/PhD and/or PhD students in the past. Priority is given to faculty who are physician-scientists and familiar with the unique demands of the joint degree training program

- Two MD/PhD student members and one alternate member, selected by the Director for a two-year term.

The Director of the MD/PhD Program serves as Chair of this Committee.

Clinical Research and Patient-Oriented Programs

Steering Committee
This Committee is advisory to the Dean of the Graduate School and addresses the educational goals, objectives and policies of the clinical research and educational programs (MSCR, MPH, MGC, PhD in Clinical Research) of the Graduate School. The Committee meets monthly.

The Committee includes:

- The directors of MSCR, MPH, MGC, and PhD in Clinical Research

- Associate Dean for Graduate Education in Translational Research.

- The Dean of the Graduate School may appoint faculty who represent other stakeholders to serve on this committee.
The Dean of the Graduates School will appoint one committee member to serve as Chair for the academic year.

**Curriculum Committee**
This Committee is advisory to the Dean of the Graduate School and reviews and evaluates all courses and curricular issues for existing and new degree-granting programs. The Committee meets monthly.

This Committee includes:

- Faculty representing the MSCR, MPH, MGC, and PhD in Clinical Research programs. At the beginning of the academic year, each program (MSCR, MPH, MGC, PhD in Clinical Research) will nominate 2-3 faculty to serve on the committee. The Dean of the Graduate School will select and appoint faculty for two-year, renewable terms.

- Students representing the MSCR, MPH, MGC, and PhD in Clinical Research programs. Because of the short duration (2 years) of most of these training programs, selection of student representatives to serve on this committee is left to the Program Director. The term of student membership is one year, except for the PhD in Clinical Research student representative, whose term will be two years.

The Dean of the Graduate School will appoint one committee member to serve as Chair for the academic year.

Students on this Committee serve as liaison between the Graduate School Leadership and their respective graduate programs.

**Admissions Committees**
Each degree-granting program will have its own admissions committee, which will recommend to the Director of their respective program the candidates for admission.

**Student Committee Members**

**Number and status of student members**
The Biomedical Sciences Steering and Curriculum Committees include up to four students each at all times (as indicated above). The PhD and MD/PhD Admissions Committees include up to four students each from their respective programs (as indicated above). Student members enjoy all privileges of committee membership, including the right to vote.

**Term of membership of student members**
Above committees consists of two consecutive years. Each year, two junior student members are appointed to each committee. Specifically, each year two students (one PhD and one MD/PHD) are appointed as new members of the Biomedical Sciences Steering and Curriculum Committees, two PhD students are appointed as new members of the PhD Admissions Committees; the first year of their membership overlaps with the second and last year of membership of the two senior student members. One MD/PhD student is appointed as a new member to the MD/PhD Admissions Committee each year to allow the two student representatives to serve staggered 2 year terms. Students who have completed a full term of service in a specific committee are ineligible to serve on the same committee again, but may post their candidacy for appointment as members of another committee in the graduate school.

**Appointment process of student members**
Each June, the Student Council solicits student candidates from the entire PhD and MD/PhD student population for open student positions on the above committees for the next academic year. All interested students are included on a ballot that is sent out to the graduate student constituency with the intention of electing the student committee members. Elected student members begin their service on
the respective committees in July. All student members must be in good academic standing to serve on any Graduate School Committee.

Graduate students are also elected to the Student Council Sub-Committees listed below.

- Social
- Athletic
- Library/Bookstore
- Health
- Community Service
- Housing/Security
CHAPTER 14 – Graduate School Forms

All forms referred to in this Handbook can be found on the ISMMS Website: http://icahn.mssm.edu/education/student-resources/resources-for-current-students/registrar/graduate-school-forms
CHAPTER 15 – Student Government

The Icahn School of Medicine at Mount Sinai Student Council is composed of members of each graduate program as well as each medical school class. The Student Council meets monthly and considers all academic, wellness, financial, and other matters related to student life in the Graduate School and Medical School. Graduate students are eligible to serve as either program representatives and/or subcommittee representatives.

The program representatives grant approval and funding of student groups and help plan large school-wide events. They may also represent the Graduate School on the Disaster Preparedness, Alumni, and Board of Trustees/Student Affairs Committees. Additionally, the PhD and MSTP program representatives from student council have monthly meetings with the Deans of their respective programs and the corresponding student representation from the Graduate School Steering and Curriculum Committees to discuss program specific agendas. They are also eligible to run for Student Council Steering Committee positions such as President, Vice President, Secretary, Treasurer, or an at large position for their program. The Student Council Steering Committee meets monthly with the Deans and Directors of each program collectively to address large, school-wide agendas.

The subcommittee representatives serve on more focused subcommittees such as athletics, housing/security, social, community service, and student lounge. These positions, along with program representatives, are elected at the beginning of the school year prior to the September meeting. All the positions are one year and open to all students from any program.

All of the above information as well as more information about the organization of the Student Council, its constitution and by-laws may be found on the Student Council webcommons page, www.webcommons.mssm.edu/studentcouncil.
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Index

A

Academic Dishonesty · 14
Academic Integrity · 14
Academic Policies and the Registrar’s Office · 23, 38, 84, 113
Registrar’s Office · 19, 23, 24, 27, 38, 105, 142, 166
Transcripts · 23, 47, 64, 89, 125, 159, 164
Academic Progress · 20, 31, 84
Length of time to complete the degree · 20
Satisfactory progress · See Satisfactory Academic Progress
Accreditation · 12, 80, 174
Admissions Committees · 186, 187

B

Biomedical Sciences Steering Committee · 185

C

Cheating · 14
Clinical Research · 15, 19, 20, 32, 36, 76, 127, 128, 129, 132, 139, 140, 142, 143, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 163, 175, 186, 187
Curriculum Committee · 187
Steering Committee · 186
Clinical Research and Patient-Oriented Programs · 186
Clinical Research Education Program · 127
Academic Advisory Program · 140
Academic Probation · 140
Clinical Research Education Program Forms · 155
Degree Conferral · 142
Degree Requirements (CRTP, MSCR, PhD, and Portal) · 142
Dual MD-MSR Student/Portal Program · See PORTAL Program
Graduation Procedures · 127
Introduction · 127
Master of Science in Clinical Research (MSCR) · See MS in Clinical Research
Mission Statement · 128
PhD in Clinical Research · See PhD in Clinical Research
Program Competencies · 129
Program Eligibility and Application Process · 137
Program Faculty · 135
Program Leadership and administration · 134
Registration Process for Courses, Independent Study and Electives · 139
Responsible Conduct of Research · 129
Satisfactory Progress · 140
Statement of Values · 128
Conflict of Interest in Research · 17
Course Requirements
Completion of · 20
Courses taken at partner institutions · 26, 28
CUNY Graduate Center · 26
Curriculum Committee · 27, 67, 185, 187

D

Data Retention · 16
Debt Management and Counseling · 19 · 111
deposit deadlines · 110, 111, 154, 167, 168, 176
Disability Services · 46
Submitting an Application for Accommodation and Services · 46
dissertation advisor relocates · 86
Distance Education · 15
Diversity · 12, 128, 184

E

Emergency Alert System · 48
Enrollment Services · 20, 38, 43, 47, 48, 62
Ethical Practices in Research · 16

F

Fabrication · 14
Falsification of Records · 15
Financial Aid · 19, 21, 64, 142
Applications · 19
Exit Interviews · 19
Financial Support · 18
Forms · 64, 85, 108, 110, 155, 166, 189

G

Genetic Counseling · 12, 20, 33, 34, 80, 174, 175, 176
Admission Dates · 176
Advising · 176
Course Requirements · 175
Graduation Requirements · 175
Milestones · 175
Program Assistant Director · 174
Program Description · 174
Program Director · 174
Program Goals/Objectives · 174
Program Requirements · 175

H

Healthcare Deliver Leadership Program Description · 177
Healthcare Delivery Leadership · 177
Application Deadline · 178
Attendance · 179
Computer System Requirements · 179
Courses · 178
Netiquette · 180
Program Admissions · 178
Program Coordinator · 177
Program Description · 177
Program Director · 177

I

Introduction to the Programs of Study · 73
Clinical Research Education Program · 76
Graduate Program in Public Health · 82
Master of Science in Biomedical Informatics · 77
Master of Science in Biomedical Sciences · 78
Master of Science in Biostatistics · 79
Master of Science in Genetic Counseling · 80
Master of Science in Health Care Delivery Leadership · 81
MD/PhD Program · 75
Ph.D. Program in Biomedical Sciences or Neuroscience · 74

M

MAC · 147, 148, 149, 150, 151, 152, 153, 154
Manuscript Policy · 16
Maternity leave · See Parental Leave, See Parental Leave, See Parental Leave
maximum time · 20, 74, 83, 88, 112, 124
MD/PhD Admissions Committee · 186
MD/PhD Program · 32, 75, 114, 115, 116, 124, 125, 126, 185, 186
Admissions · 124
Associate Directors · 114
Course Requirements · 115
Graduation Requirements · 124
Milestones · 117
Program Coordinator · 114
Program Description · 114
Program Details · 126

180 / 216