



كلية طب وايل كورنيل في قطر
Weill Cornell Medical College in Qatar

Member of Qatar Foundation



Foundation & Pre-Medical Programs

Student Handbook

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Welcome Message

It is my pleasure to welcome you to the Foundation and Pre-Medical Programs of the Weill Cornell Medical College in Qatar (WCMC-Q). This exciting course of study is the first step in your journey towards the goal of becoming a physician. It will help you gain admission to the Medical Program of WCMC-Q and prepare you to succeed in it, while being a highly fulfilling undergraduate experience in its own right.

Beginning your college experience is certainly a thrilling experience, but it can sometimes be challenging. This handbook will help you learn about the structure of the program, its main policies and procedures, as well as the many support resources available to you. Additional information is available on the website of WCMC-Q. I ask you to familiarize yourself thoroughly with the Code of Academic Integrity, a very important document, one which underlies the fundamental values of academia. If you wish to consider in depth some of the issues and implications arising from academic integrity considerations, please visit Cornell University's website. Policies and procedures followed at WCMC-Q in the event of suspected integrity violations are found in this handbook. I encourage you to maintain a dialogue with your faculty and counselors on this important subject.

On behalf of all my colleagues in the Premedical Education unit and in the Department of Student Affairs, I welcome you and look forward to working with you to make sure you have a rewarding and successful experience in the Premedical Program.

Marco Ameduri, Ph.D.
Associate Dean for Pre-Medical Education

1. General Information

Background & Mission

Weill Cornell Medical College in Qatar was established by Cornell University in partnership with Qatar Foundation for Education, Science and Community Development, pursuant to an agreement signed in January 2001.

WCMC-Q is part of Weill Cornell Medical College, which was founded in New York City over 100 years ago and shares the same mission:

- ❖ To provide the finest education possible for medical students
- ❖ To conduct research at the cutting edge of knowledge
- ❖ To improve health care both now and for future generations
- ❖ To provide the highest quality of care to the community

• Important Phone Numbers

| | |
|---|-------------------------------|
| Dean's Office | 974-4492-8800 |
| Office of Pre-Medical Program | 974-4492-8200 |
| Office of Admissions | 974-4492-8500 |
| Office of Student Affairs | 974-4492-8509 |
| Office of the Registrar | 974-4492-8512 |
| Information Technology Services Help Desk | 974-4492-8711 |
| Distributed eLibrary | 974-4492-8100 |
| Environmental Health & Safety | 974-4492-8132 |
| Facilities Management | 974-4492-8133 |
| Human Resources | 974-4492-8611 |
| WCMC-Q Security Office | 974-4492-8150 |
| WCMC-Q Security – North Hall | 974-4492-8175 |
| WCMC-Q Security - South Hall | 974-4492-8176 |
| Police/Ambulance/Fire in Education City | 974-4454-0999 |
| QF Security Control | 974-4454-0999 |
| Primary Healthcare Clinic – HBKU Student Center | 974-4454-1244 / 974-4454-1240 |
| Police/Ambulance/Fire outside Education City | 999 |
| Police Non-Emergency | 974-4433-0000 |
| Hamad Medical Corporation Emergency Department | 974-4439-3507 |

On weekends and evenings, in case of emergencies, contact the Director of Student Affairs and Academic Counseling at 974-5535-6323.

2. Academic Policies and Information

- **Learning Outcomes**

Learning opportunities abound at Cornell: from the lecture hall to the residence hall; from the laboratory to the athletic field. This large and complex institution offers many programs of study to a diverse student body. It is an international leader with a tradition of excellence, and it has advanced a rich legacy in many fields since its founding in 1865.

Within this complexity, there are common, shared themes across the various colleges and programs that are intended to shape the undergraduate experience at Cornell. These represent a set of institutional learning goals that are achieved through an array of programs, courses, and experiences. In addition, each college has established its own learning goals, appropriate for its mission.

Taken together, a Cornell education is much greater than the sum of its parts. We foster initiative, integrity, and excellence in an environment of collegiality, civility, and responsible stewardship. Our community fosters personal discovery and growth, nurtures scholarship and creativity across a broad range of knowledge, and engages men and women from every segment of society in this endeavor.

Through their courses of study, Cornell graduates should attain proficiency in:

- **Disciplinary Knowledge:** demonstrate a systematic or coherent understanding of an academic field of study
- **Critical Thinking:** apply analytic thought to a body of knowledge; evaluate arguments, identify relevant assumptions or implications; formulate coherent arguments
- **Communication Skills:** express ideas clearly in writing; speak articulately; communicate with others using media as appropriate; work effectively with others
- **Scientific and Quantitative Reasoning:** demonstrate the ability to understand cause and effect relationships; define problems; use symbolic thought; apply scientific principles; solve problems with no single correct answer
- **Self-Directed Learning:** work independently; identify appropriate resources; take initiative; manage a project through to completion
- **Information Literacy:** access, evaluate, and use a variety of relevant information sources
- **Engagement in the Process of Discovery or Creation:** for example, demonstrate the ability to work productively in a laboratory setting, studio, library, or field environment

In addition, the Cornell environment strives to foster collegiality, civility, and responsible stewardship. Through academic studies, and through broader experiences and activities in the university community on and off campus, Cornell graduates should develop a deeper understanding of:

- **Multi-Cultural Competence:** for example, express an understanding of the values and beliefs of multiple cultures; effectively engage in a multicultural society; interact respectfully with diverse others; develop a global perspective
 - **Moral and Ethical Awareness:** embrace moral/ethical values in conducting one's life; formulate a position/argument about an ethical issue from multiple perspectives; use ethical practices in all work
 - **Self-management:** care for oneself responsibly, demonstrate awareness of one's self in relation to others
 - **Community Engagement:** demonstrate responsible behavior; engage in the intellectual life of the university outside the classroom; participate in community and civic affairs
- **Pre-Medical Program**

- Objectives

The Pre-medical Program has been designed to prepare students for admissions to the Medical Program. It provides instruction in subjects that meet the admission requirements of Weill Cornell Medical College. Students receive transcripts from Cornell University identifying the courses and grades received.

The initial focus is on the sciences that are basic to medicine – biology, chemistry, mathematics and physics – plus a seminar course which explores the direct links between the sciences and medicine. In addition, courses are given the focus on written and oral communication. In the second year, the emphasis is closer to the study of medicine with subjects such as organic chemistry, biochemistry, genetics, psychology, immunology, neuroscience and medical ethics.

The courses are rigorous and challenging, and the standards are high.

Sessions in the laboratory form an integral part of pre-medical education at WCMC-Q. Students develop an understanding of how information in science is generated and how to accurately record and analyze findings. Laboratory work also encourages students to take a questioning approach to academic studies in preparation for the problem based learning (PBL) mode of education of the Medical Program.

Problem-solving exercises are part of the learning experience from the outset. Students are guided by Teaching Assistants (TAs) who help with laboratory work, offer review sessions and give individual tutoring.

- Courses Descriptions

Introductory Biology (BIOG 1101 – 1102) (4 credits)

Fall 1101; Spring 1102. 2 credits each term and concurrent enrollment in BIOG 103 (Fall) or 104 (Spring). Passing grade in 1101 is a prerequisite to 1102.

The biology of humans shares much with that of microbes, plants and much simpler animals. These commonalities in chemistry, structure, physiology, genes and history are the focus of

Introductory Biology lecture 1101 and 1102. Far more than a set of facts, biology is an integrated science that can be approached at levels of organization from the molecule to the biosphere.

In biology lecture, students navigate and mine this rich body of knowledge for deep understanding, the well-established mechanisms, structures and pathways but also the scientific process by which new knowledge about life grows.

Introductory Biological Sciences Laboratory (BIOG 1103 – 1104) (4 credits)

Fall 1103; Spring 1104. 2 credits each term. Prerequisite: concurrent enrollment in BIOG 1101 (Fall) or 1102 (Spring). 1103 is a prerequisite to 1104 unless permission is obtained from the instructor.

The laboratory courses are designed to provide laboratory experience with major biological phenomena in order to support an understanding of the important concepts, principles, and theories of modern biology. A second objective is to help students gain expertise in the methods used by biologists to construct new knowledge. Students are exposed to basic concepts, research methods, including laboratory and data transformation techniques, and instrumentation in the major areas of biology. Fall semester topics include biochemistry, physiology, algal and plant biology, and invertebrate diversity. In the spring semester, laboratory experience is provided in the areas of genetics, molecular biology, animal development, and biotechnology.

General Chemistry (CHEM 2070 and 2080) including laboratory exercises (8 credits)

Fall 2070; Spring 2080. 4 credits each term. CHEM 2070 is a prerequisite for CHEM 2080.

Modern medicine is now understood in terms of changes in the chemical components of the body, which then provides a basis for treatment by manipulation of chemical systems. These courses, together with organic chemistry and biochemistry, are important for an understanding of the pathological processes that underlie human disease.

Covers fundamental chemical principles, with considerable attention given to the quantitative aspects and techniques important for further work in chemistry.

Calculus for the Biological Sciences (MATH 1104) (3 credits)

Fall. 3 credits. Prerequisite: readiness for calculus, such as can be obtained from 3 years of high school mathematics including trigonometry and logarithms.

This is an introductory course in calculus, a subject which provides an essential base for physics and is useful in many aspects of medicine, especially as it relates to the quantitative analysis of disease and the theoretical basis for therapeutics.

The course serves as an introduction to differential and integral calculus, partial derivatives, elementary differential equations. Examples from biology and the social sciences are used.

Fundamentals of Physics (PHYS 2207 and 2208) including laboratory exercises (8 credits)

Spring 2207; Fall 2208. 4 credits each term. Prerequisites: high school physics plus substantial previous contact with introductory calculus such as MATH 1106.

This two-semester sequence includes laboratory exercises and is oriented towards the application of physical principles to the function of biological systems and deals with such topics as flow in tubes, heat transfer, optics and acoustics.

Physics 2207 covers mechanics, conservation laws, waves and topics from the thermal physics, fluids, acoustics, and properties of matter. Physics 2208 covers electricity and magnetism and topics from physical and geometrical optics, quantum and nuclear physics.

Principles of Biochemistry (BIOBM 3330) (4 credits)

Spring. Prerequisites: one year of Introductory Biology (BIOG 1101-1104), one year of General Chemistry (CHEM 2070-2080), Chem. 3570.

Biochemistry attempts to explain, in chemical terms, how thousands of inanimate molecules contained within organisms interact with each other to confer the remarkable properties of living organisms. This course will examine the chemical nature of the most important biomolecules, how cells catalyze the various chemical transformations, extract energy to accomplish work, assemble complex molecules from simpler sub units, and store and pass on information for precise self-replication. Topics include the structure and function of proteins, enzyme catalysis, metabolism, and the replication and expression of genes. Students are also required to make presentations to the class on biochemical correlates of disease.

Organic Chemistry for the Life Sciences (CHEM 3570-3580) (6 credits)

Fall 3570; Spring 3580. 3 credits each term. Prerequisite for CHEM 3570: CHEM 2080. Prerequisite for CHEM 3580: CHEM 3570.

A study of the more important classes of carbon compounds – especially those encountered in the biological sciences. Emphasis is placed on their three-dimensional structures, physical properties, mechanisms of characteristic reactions and utilizing combinations of reactions to illustrate multi-step synthesis strategies and develop problem-solving skills. Modern spectroscopic methods (NMR, MS and IR) are introduced and used to illustrate product identification. The course concludes with a survey of biological chemistry to illustrate the analogies with enzyme and cofactor catalysis.

Introduction to Experimental Organic Chemistry (CHEM 2510) (2 credits)

Spring term. This laboratory course introduces the standard methods separation (extraction, distillation, chromatography) and allows students to practice these techniques to purify products from examples of chemical synthesis illustrated in Chemistry 3570-3580.

Human Genetics (BIOGD 2820) (3 credits)

Spring term. This lecture course provides instruction in the fundamental principles of genetics, especially as they may apply to the identification of genetic markers in disease, gene therapy and human cloning, thereby recognizing the enormous strides in knowledge of the human genome that has taken place in recent years.

Introductory Psychology (PSYCH 1101) (3 credits)

Fall term. The study of human behavior. Topics include brain functioning and mind control, psychophysiology of sleep and dreaming, psychological testing, learning, perception, cognition, memory, language, motivation, personality, abnormal behavior, psychotherapy, social

psychology, and other aspects of applied psychology. Emphasis is on developing skills to evaluate claims made about human behavior.

Undergraduate Seminar in Biology (BIOG 4000) (1 credit)

Fall term. S/U grade only. This course consists primarily of a weekly class discussion, led by faculty, on recent or controversial topics in biology or related fields. The topics chosen for discussion generally have broad implications for human health, global politics, economics, or the environment.

Neuroscience (BIOG 4002) (2 credits)

Fall term only. 7 weeks. A lecture and discussion course introducing fundamentals of neuroscience, ranging from cellular and molecular to behavioral levels.

Medical Ethics (STS 2051) (2 credits)

Fall term. 7 weeks. This course is a discussion of the ethical policy issues which arise in contemporary medicine including health care and research.

Immunology (BIOG 4001) (2 credits)

Spring term. Survey of immunology with special reference to medical aspects of the subject. The course attempts to give a broad overview and identifies the areas where major discoveries are being made.

An Introduction to Writing in the University (ENGL 1370, 1380) (3 credits each)

Fall term ENGL 1137; Spring term ENGL 1138. Writing seminars designed for students who need more focused attention to master the expectations of academic writing. Emphasizes the analytic and argumentative writing and critical reading essential for university-level work. With small classes and weekly student/teacher conferences, each section is shaped to respond to the needs of students in that particular class.

First Year Writing Seminar (ENG 1185) (3 credits)

Small classes with a maximum of 17 students are focused on helping students write English expository prose characterized by clarity and coherence. Both written and verbal expression is included in the syllabus.

- **Foundation Program**

- Program Objectives

The Foundation Program is a one-year program intended to be a pathway to entry to the pre-medical program. It allows students to study the relevant subjects they will need to help them develop the study skills, habits, critical thinking, and knowledge application to help prepare them for the pre-medical program. The subjects the students study have been specially designed to provide them with appropriate academic background for their intended degree.

Foundation students study biology, physics, chemistry, calculus, English. Foundation faculty are Cornell University faculty who know how to best prepare students for the challenges of our intensive accelerated Pre-medical Program. Among the many advantages of the Foundation Program:

- Small classes with Cornell faculty
- Participation in Cornell's unique community of scholars
- Access to Cornell laboratories, Distributed eLibrary, and support resources
- Introduction to research, study skills, and test preparation
- Numerous co-curricular and leadership activities such as field trips, sports teams, faculty mentorship, theater productions, and distinguished guest lectures

- Course Description

Foundation Mathematics (MATH090) - In this course, students study the basic concepts of limits, differential and integral calculus, differentiation of polynomial, exponential and log functions, concepts of maxima, minima, inflections, product, quotient, chain rules, the anti-derivative, fundamental theorem of calculus and methods of integration. In addition, students review basic definitions of trigonometric functions and rules.

Foundation Chemistry I (CHE090) – This course introduces students to the basic concepts of chemistry. The topics covered include matter and energy, atomic structure, chemical periodicity, structure and bonding in compounds, inorganic nomenclature, chemical calculations, properties of gases, chemical equilibrium, acids and bases, organic chemistry and the chemistry of the earth.

Foundation Chemistry II (CHE091) – In this course, students solve chemical problems using concepts and mathematical techniques. In addition, they study the application of chemistry in selected fields, together with their social and economic aspects. Students also develop communication skills including recording and reporting of practical work, researching a chemical topic and orally presenting a research assignment. This course develops students' ability to understand the link between theory and experiment. It shows the interrelationship between the development of the subject and its application and recognizes the value of chemistry to society.

Foundation Physics (PHY090) – This course is intended to provide students who have little or no previous knowledge of physics with an introduction to simple physical concepts and the laws that underlie them to help us understand nature and the many technologies we have invented to improve and extend our life. Topics of study include forms of energy, mass, velocity, accelerations, fluids, heat, entropy, electrical circuits, waves, sounds, and lights. This course uses frequent examples of problem-based learning and comprises a mix of lectures, tutorials, and laboratory sessions.

Foundation Biology I (BIO090) – This introductory Biology course provides students with the necessary foundational knowledge and skills to continue studies in biology and the pre-medical program. Students will have the necessary biological language ability to enter pre-medical

studies including reading and comprehending a college text, summarizing text material and identifying key concepts. Through the study of basic cellular level process, students can advance to organismal and population level study.

Foundation Biology II (BIO091) – Students in this course will be able to apply their fundamental knowledge in Biology for higher-level learning and critical thinking. This includes applying a concept to a novel situation, analyzing a situation and synthesizing central ideas and making connections between concepts. Students will actively apply their cellular level knowledge at organismal and population levels.

Foundation ESL Courses (ESL090) – The courses have been designed to help students achieve the level of proficiency in English required for the Pre-medical Program. Listening/Speaking skills focus on building fluency and improving comprehension of academic lectures and discussions. Students also practice advance level speech functions and develop the ability to self-monitor and self-correct. Reading/Writing will teach students the skills needed to become proficient readers and writers in English. The course offers opportunities to practice fast reading, critical analysis, and evaluation of a variety of texts. Writing assignments include a variety of rhetorical patters such as a critique, a comparison and contrast paper, an argumentative essay, and a research paper. Students also attend a TOEFL preparation course to prepare them for the iBT test.

- **Campus Code of Conduct**

Please note, the statement below is excerpted from Cornell University's Campus Code of Conduct. For the full version of this policy, please go to:

<http://www.dfa.cornell.edu/treasurer/policyoffice/policies/volumes/governance/campuscode.cfm>

The **essential purpose** of the University's governing of community conduct is to protect and promote the University community's pursuit of its educational goals. The University, as an educational institution, has a special set of interests and purposes, the protection and promotion of which are essential to its effective functioning. These interests, with respect to the governing of community conduct, include the following:

1. the opportunity of all members of the University community to attain their educational objectives;
2. the generation and maintenance of an intellectual and educational atmosphere throughout the University community; and
3. the protection of the health, safety, welfare, property, and human rights of all members of the University community, and the safety, property, and reputational interests of the University itself. These general interests, of course, are also the subject matter of the public laws of the state and nation.

- **Code of Academic Integrity**

*The WCMC-Q policy has been excerpted and adapted from the Cornell University Code of

Academic Integrity which can be accessed at:

<http://cuinfo.cornell.edu/Academic/AIC.html>

PRINCIPLE

Absolute integrity is expected of every Cornell student in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. While both Cornell faculty and students assume the responsibility of maintaining and furthering these values, this document is concerned specifically with the conduct of students.

A Cornell student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Cornell students have a right to expect academic integrity from each of their peers.

I. GUIDELINES FOR STUDENTS

A. General Responsibilities

- 1 A student shall in no way misrepresent his or her work.
- 2 A student shall in no way fraudulently or unfairly advance his or her academic position.
- 3 A student shall refuse to be a party to another student's failure to maintain academic integrity.
- 4 A student shall not in any other manner violate the principle of academic integrity.

B. Examples of Violations

The following actions are examples of activities that violate the Code of Academic Integrity and subject their actors to proceedings under the Code. This is not a definitive list.

- 1 Knowingly representing the work of others as one's own.
- 2 Using, obtaining, or providing unauthorized assistance on examinations, papers, or any other academic work.
- 3 Fabricating data in support of laboratory or field work.
- 4 Forging a signature to certify completion of a course assignment or a recommendation to graduate school.
- 5 Unfairly advancing one's academic position by hoarding or damaging library materials.
- 6 Misrepresenting one's academic accomplishments.

C. Specific Guidelines for Courses

1. Examinations. During in-class examinations no student may use, give, or receive any assistance or information not given in the examination or by the proctor. No student may take an examination for another student. Between the time a take-home examination is distributed and the time it is submitted by the student for grading, the student may not consult with any persons other than the course professor and teaching assistants regarding the examination. The student is responsible for understanding the conditions under which the examination will be taken.

2. Course Assignments. Students are encouraged to discuss the content of a course among them and to help each other to master it, but no student should seek or receive help in doing a course assignment that is meant to test what he or she can do without help from others. Representing another's work as one's own is plagiarism and a violation of this Code. If materials are taken from published sources the student must clearly and completely cite the source of such materials. Work submitted by a student and used by a faculty member in the determination of a grade in a course may not be submitted by that student in a second course, unless such submission is approved in advance by the faculty member in the second course. If a student is submitting all or part of the same work simultaneously for the determination of a grade in two or more different courses, all faculty members in the courses involved must approve such submissions.

3. Classroom Misconduct and Other Behavior Disruptive to the Educational Process. A faculty member may impose a grade penalty for any misconduct. Students are not authorized to replicate, reproduce, copy, or transmit lectures and course materials presented, or “derivative” materials including class notes, for sale or general distribution to others without the written consent of the faculty or academic staff member or class participant who is the original source of such materials. Other examples of classroom misconduct include, but are not limited to, talking during an examination, bringing unauthorized materials into the examination room, using unauthorized electronic technology during an examination, and disruptive behavior in the classroom.

a. The faculty member must promptly notify the student of the reason for the imposition of a penalty for classroom misconduct and the degree to which his or her grade will be affected.

b. Classroom misconduct is not a violation of academic integrity. The student may, however, seek review by the WCMC-Q Academic Integrity Hearing Board on the basis either that the finding of guilt is arbitrary and capricious or that the penalty for misconduct is excessive or inappropriate to the circumstances involved. (“Arbitrary and capricious” describes actions which have no sound basis in law, fact, or reason or are grounded solely in bad faith or personal desires. A determination is arbitrary and capricious only if it is one no reasonable mind could reach.)

c. This section does not limit a faculty member’s prerogative to remove a disruptive student from classroom under appropriate circumstances.

4. Academic Misconduct. Academic misconduct related to integrity in the conduct of scholarly and scientific research and communication is addressed in Cornell University Policy 1.2 (<http://www.dfa.cornell.edu/treasurer/policyoffice/policies/volumes/academic/misconduct.cfm>).

Policy 1.2 applies to faculty, staff, and students.

D. Principles for Computer Use and Network Systems. The use of computers and network systems in no way exempts students from the normal requirements of ethical behavior in the Cornell University community. Use of a computer and network system that is shared by many users imposes certain additional obligations. In particular, data, software and computer capacity have value and must be treated accordingly. Although some rules are built into computer and network systems, such restrictions cannot limit completely what students can do. In any event students are responsible for their actions whether or not rules are built in, and whether or not they can circumvent them.

Standards of behavior include:

- 1 Respect for the privacy of other users' information, even when that information is not securely protected.
- 2 Respect for the ownership of proprietary software. For example, unauthorized copying of such software for one's own use, even when that software is not protected against copying, is inappropriate.
- 3 Respect for the finite capacity of the system and limitation of use so as not to interfere unreasonably with the activity of other users.
- 4 Respect for the procedures established to manage the use of the system.

E. Variances A faculty member is responsible for informing his or her students and teaching assistants of variances from this Code that apply to work in his or her course. These variances should be clearly stated in writing at the beginning of the course or activity to which they apply.

F. Jurisdiction and Penalties. The authority to determine whether a specific action shall be treated as a violation of the Code of Academic Integrity lies with the WCMC-Q Academic Integrity Hearing Board.

Those who violate the Code of Academic Integrity will be subject to penalties under this Code and may also be subject to applicable penalties under state and federal and Qatar laws.

II. ORGANIZATION AND PROCEDURE

A. Students and staff members discovering an apparent violation should report the matter to the faculty member in charge of the course or to the chairperson of the WCMC-Q Academic Integrity Hearing Board who shall then inform the faculty member in charge of the course. The chairperson is responsible for ensuring that all members of the school or college know to whom the report should be made.

B. Primary Hearing

1. Primary hearings are to be held by the faculty member unless the penalties available to him or her are inadequate, in which case, she or he may refer the case directly to the Hearing Board.

2. Notification.

If, after preliminary investigation, possibly including discussion with the student, a faculty member believes that a student has violated the Code of Academic Integrity, the faculty member shall present the student with the charge. The charge shall include notification of a primary hearing to be held as soon as practical after the alleged infraction has come to the attention of the faculty member, but with at least one week's notice to the student. This notification period may be shortened by the agreement of both parties. The charge shall also include notice of the availability of the Judicial Codes Counselor.

3. Composition. At the primary hearing the following shall be present: the faculty member concerned, the student in question, and a third-party independent witness. The independent witness shall be a faculty member or a student appointed by the Hearing Board Chairperson or the Associate Dean for Premedical Education. The student may also bring to the hearing an advisor and additional witnesses to testify to his or her innocence.

4. Procedure.

- a. At the primary hearing, the faculty member shall present evidence in support of the charge against the student. The student shall be given the opportunity to respond and, if he or she wishes, to present evidence refuting the charge.
- b. The function of the independent witness is to observe the proceedings impartially, and in the event of an appeal from the judgment of the faculty member, be prepared to testify as to the procedures followed.
- c. After hearing the student, the faculty member may either dismiss the charge or, if there is clear and convincing evidence that the student has violated this Code, find the student guilty. ("Clear and convincing" as a standard of proof refers to a quantum of evidence beyond a mere preponderance but below that characterized as "beyond a reasonable doubt" and such that it will produce in the mind of the trier of fact a firm belief as to the facts sought to be established.) If the student is found guilty, the faculty member may impose any suitable grade punishment including failure in the course.
- d. A student wishing to seek review of the decision may bring the case before the WCMC-Q Academic Integrity Hearing Board.
- e. A faculty member who gives a penalty for a violation of academic integrity *shall immediately report this action and the nature of the violation in writing to the student and to the record keeper of WCMC-Q Academic Integrity Hearing Board.* This record-keeper shall then be responsible for its communication to the record-keeper in the student's college.
- f. If the student fails to attend the primary hearing without a compelling excuse, the hearing may proceed in his or her absence.
- g. A student charged with violating the Code of Academic Integrity in a course may not drop that course without the consent of the instructor unless the student has subsequently been cleared of the charges.

C. WCMC-Q Academic Integrity Hearing Board

1. Composition

The WCMC-Q Committee on Academic Integrity consists of the following:

- a. A chairperson who is a member of the faculty and appointed by the WCMC-Q Dean for a two-year term.
- b. Three faculty members appointed by the WCMC-Q Dean for three-year terms.
- c. Three students elected by the student body of the college or appointed by the WCMC-Q Dean for at least one year, and preferably two-year terms. When possible, student terms should be staggered.
- d. A nonvoting record-keeper responsible for keeping clear and complete records of the proceedings.

2. Jurisdiction

- a. The student may seek review of the decision of the primary hearing if:
 - i. He/she believes the procedure was improper or unfair.
 - ii. He/she contests the findings of the faculty member.
 - iii. He/she believes the penalty was too strict considering the offense.
- b. After holding a primary hearing, the faculty member may bring the case to the Hearing Board if she or he believes a failing grade is too lenient considering the offense.
- c. A student found guilty of more than one violation of the Code may be summoned before the Hearing Board by the Associate Dean for Pre-Medical Education. The Hearing Board may impose an additional penalty for such repeated offenses.
- d. If the WCMC-Q Dean receives a report that a student has committed a violation of academic integrity while attending another academic institution or while enrolled in a Cornell-sponsored off-campus program, she or he may, if she or he feels the situation warrants, summon the student to appear before the Hearing Board. The Hearing Board may impose any penalty, including an additional penalty, it feels appropriate for the violation involved.
- e. The WCMC-Q Hearing Board shall hear all cases that come before it de novo. While the Hearing Board may recommend an increase in any penalty imposed at the primary hearing, it should consider raising the penalty, if it is the student seeking review, only in the exceptional case.
- f. The individual seeking review shall notify the chairperson of the Hearing Board within ten working days of the primary hearing. An exception to this deadline may be granted at the discretion of the chairperson of the Hearing Board on a showing of good cause.

3. Procedures

a. The WCMC-Q Hearing Board shall convene as soon as practical after notification of a request for review, although seven days notice should be given to all parties if possible. If a grade for the student in the course must be submitted before a case can be decided, the faculty member shall record a grade of incomplete, pending a decision by the Hearing Board.

b. Those present at the hearing shall be:

i. The student, who has the right to be accompanied by an advisor and/or relevant witnesses

ii. The faculty member, who has the right to bring relevant witnesses

iii. The third party independent witness, if a primary hearing was held

iv. Any other person called by the chairperson

c. Should the student or faculty member fail to appear before the Hearing Board, the Board shall have full authority to proceed in his or her absence.

d. The Board members shall hear all available parties to the dispute and examine all the evidence presented. The Board may solicit outside advice at the discretion of the chairperson. The chairperson shall preside over the hearing to ensure that no party threatens, intimidates, or coerces any of the participants.

e. The student shall have the right to present her or his case and to challenge the charges or the evidence. The student's advisor may assist the student in the presentation and questioning.

f. At least two-thirds of the voting Board members shall be present at every hearing, including two students and two faculty members. Both parties may agree in writing to waive this quorum. Of those present, a simple majority shall decide the issue. The chairperson shall vote only in the case of a tie vote. The Board shall find the student guilty only if there is clear and convincing (see the explanation of this terminology at section II.B.4.c.) evidence indicating that the student has violated this Code.

g. The chairperson shall notify each party to the dispute, in writing, of the Board's decision and, if appropriate, the penalty imposed. If the judgment of the faculty member is affirmed by the Board, or if the Board decides a different penalty is warranted, the WCMC-Q Dean shall also receive the report.

4. The Board may act in one or more of the following ways:

a. Find the student innocent of the charge

b. Find the student guilty of the charge and:

- i. Recommend to the faculty member that she or he reduce the penalty given
- ii. Affirm the faculty member's decision
- iii. Recommend that the faculty member record a failing grade for the course, or for some portion of it from the transcript
- iv. Recommend to the WCMC-Q Dean that the student be placed on probation
- v. Recommend to the WCMC-Q Dean that the student be suspended from the University for a period of time
- vi. Recommend to the WCMC-Q Dean that the words "declared guilty of violation of the Code of Academic Integrity" be recorded on the student's transcript. The Hearing Board may set a date after which the student may petition the Board to have these words deleted from the transcript
- vii. Recommend to the WCMC-Q Dean that the student be expelled from the University
- viii. Recommend to the WCMC-Q Dean any other suitable action, including counseling, community service, or reprimand

c. The WCMC-Q Dean shall be notified of the decision of the WCMC-Q Hearing Board within seven days. Unless an appeal is filed under the guidelines established below, the WCMC-Q Dean shall ensure that the decision of the Hearing Board is carried out and shall notify all parties of the implementation and the decision.

5. Review of Decision. The student may appeal a decision of the Hearing Board. The appeal must be directed to the WCMC-Q Dean, in writing, and shall be constructed according to one or both of the guidelines established below. The appeal shall normally be submitted within four weeks of notification of the Board's decision, but exceptions to this deadline may be granted by the Dean on showing of good cause.

a. Appeal of a finding of guilt. A student who has received a finding of guilt from the Board, or whose finding of guilt in a Primary Hearing was upheld by the Board, may appeal on one or both of the following grounds:

- i. Additional evidence that might have affected the outcome of the hearing became available following the hearing.
- ii. A violation of procedure by the Hearing Board that might have prejudiced the outcome of the hearing.

The Dean may deny the appeal or send the case back to the Hearing Board for reconsideration.

b. Appeal of a penalty. The student may appeal the findings of the Hearing Board regarding

penalties. The appeal shall specify the reasons why the student believes the penalty is inappropriate. After consultation with the Hearing Board, the Dean may take one of the following actions:

- i. If a grade penalty has been exacted (II.C.4.b.i- iii), the Dean may recommend to the faculty member that the grade penalty be reduced.
- ii. If another penalty has been exacted (II.C.4.b.iv- viii), the Dean may modify or decline to carry out the recommended penalty.

In all but the most unusual circumstances, it is the expectation that the findings and recommendations of the Hearing Board will be upheld by the Dean. The dean's decision cannot be appealed.

6. Annual Reports. The WCMC-Q Academic Integrity Hearing Board shall submit a summary report of its proceedings (without identifying any particular student) to the Dean of WCMC-Q at the end of the academic year. The names of the members of the Board and any significant departures in procedure should be reported as well.

7. Records of Action. If the student is found guilty, a record of the outcome of the case and the nature of the violation shall be kept by the Hearing Board, and copies shall be placed in the student's file. The record keeper shall disclose this record to Hearing Boards considering other charges against the same student, to deans or associate deans of colleges in furtherance of legitimate educational interests, to the WCMC-Q Registrar for notation on the transcript when provided by the decision of the Hearing Board and the Dean, but to no one else unless specifically directed by the student.

If the student is found not guilty by the Hearing Board, all records of the case, including the report of the primary hearing, shall be expunged from the files of the record keeper.

- **Grading System**

The course instructor determines the final grade for each student after evaluation of the student's performance in all aspects of the course work.

The official university grading system uses letter grades with pluses (+) and minuses (-). Passing grades range from A+ to D-; F is failing and earns no credit.

Letter Grades and Grade Points

Every letter grade from A+ to D- is assigned points that are used in calculating a student's Grade Point Average (GPA; see below). Failing grades (F) have no point value. Letter grades have the following point values:

A+ = 4.3 points B+ = 3.3 points C+ = 2.3 points D+ = 1.3 points

A = 4.0 points B = 3.0 points C = 2.0 points D = 1.0 point F = 0.0 points
A- = 3.7 points B- = 2.7 points C- = 1.7 points D- = 0.7 point

Calculating a Grade Point Average (GPA)

GPA's are calculated in this manner:

- Multiply the Grade Points earned for each letter grade by the number of credits earned in the course. The result is "Total Grade Points Earned".
- Divide the sum of Total Grade Points Earned by the sum of the credits attempted. The result is the GPA. For example:

Student: Name ID: 001-02-0003

| Course | Grade | Grade Points | Credits | Total Grade Points Earned |
|-----------|-------|--------------|---------|---------------------------|
| Biology | C | 2.0 | 3 | 6.0 |
| Math | A | 4.0 | 3 | 12.0 |
| Chemistry | B | 2.7 | 3 | 8.1 |
| | | | | |
| SUM: | | | 9 | 26.1 |

GPA: 26.1 divided by 9 equals 2.90.

Special Categories of Student Status

Aside from the normal status of being in good academic standing, two special categories of student status are recognized. They are "Dean's List" (for a high GPA) and "Probation" (for a low GPA).

Dean's List

Full-time students whose GPA for the semester is 3.75 or above are placed on the Dean's List for that semester. The Dean's List is kept by the Registrar.

Being placed on the Dean's Honor List is a mark of distinction. Students and faculty alike regard it as a sign of exemplary academic achievement.

Academic Probation

A student is automatically placed on Academic Probation when the student's overall (cumulative) GPA falls below 2.0. The Promotion and Graduation (P & G) Committee may also place a student on probation when the student fails a course or violates a WCMC-Q policy. Academic probation is a warning to the student. Failure to comply with the conditions set forth by the P & G Committee for removal of probationary status can (and typically does) result in dismissal from the college.

Special Grade Categories

Incomplete (INC)

A grade of “INC” (Incomplete) may be recorded on a student’s transcript when a student has performed substantial work (as determined by the instructor) at **a passing level** in the course, but is prevented by circumstances such as illness or family emergency from completing all of the course requirements on time.

A grade of Incomplete will not be given merely because a student does not complete all course requirements on time or is unprepared to take the final exam. The purpose of an Incomplete is to protect the student who truly cannot fulfill all of the course requirements through no fault of his/her own. Although it is the student’s responsibility to request an Incomplete, it is up to the instructor to approve the request and to establish specific makeup requirements and deadlines.

It is WCMC-Q policy that incomplete coursework must be made up by the start of the next full semester. Failure on the part of the student to do so will result in conversion of the “INC” to an “F”. If a student needs more time than is allowed by the agreement with his or her instructor or by WCMC-Q policy, he or she must inform the instructor prior to the expiration of the allocated time. The instructor, in consultation with the Associate Dean for Pre-medical Education, will make a determination.

Withdrawal from a Course (W)

Students may withdraw from most courses until the end of the 12th week of the semester. Withdrawal requires the approval and signatures of the course instructor, the student’s academic advisor, and the Associate Dean for Pre-Medical Education.

If the student withdraws before the end of the 7th week of the term (the half-way point), the course will not appear on the student’s transcript.

If the student withdraws between the beginning of the 8th week and the end of the 12th week, a “W” will be recorded on the student’s official transcript. A “W” indicates only that a student was initially enrolled in the course but then withdrew. It does not affect either credit earned or Grade Point Average.

After the 12th week a student cannot withdraw from a course.

For courses taught for only a half of a regular academic term (Ethics, Neurobiology, Immunology), the withdrawal dates are also reduced by half. That is, the last date to withdraw with no record of the course on the transcript is at four (4) weeks, and the last date to withdraw with a “W” is at six (6) weeks.

Changing a Course Grade

Changes in a grade may be made only to assign a grade to previously incomplete coursework or if the instructor made an error in assigning the original grade. **A Change of Grade Form** should

be completed and signed by the instructor, then submitted to the Registrar. The Registrar will amend the student's record to reflect the change and issue the student a revised "Grade Report". In the event that a grade change results in a change of student status (example: the student's GPA falls below 2.0), then the Registrar will advise the Chairperson of the Promotion and Graduation Committee for committee review.

- **Transcripts and Grade Reports**

Official University Transcripts

Official Cornell University Transcripts will be issued upon request or at the end of the academic year. A *Transcript Request Form* can be found on the Registrar website <http://qatar-weill.cornell.edu/current-students/officeRegistrar.html>. Students should complete the form and return to the WCMC-Q Registrar Office. The official transcript will be given to the student in a sealed envelope. The Registrar's seal and signature will be on the back of the envelope.

Note: If the envelope is opened by anyone other than the intended recipient, it ceases to be official. Official transcripts may also be sent directly from the university to other schools and agencies at the student's request. Since official transcripts are sent from Cornell University in Ithaca, New York, please allow a minimum of two weeks for delivery. Should a transcript be needed sooner, the Registrar will assist the student in expediting the request.

Student Grade Reports

Foundation and Pre-medical Students are able to check their grades and the "unofficial grade reports" at the end of each term by accessing their accounts on the College's Student Information System "QLearn".

3. General Policies, Procedures & Information

- **ID Cards & Badges**

ID cards are the property of WCMC-Q. The ID badges are to be worn at all times while on college premises or on official college outings. The ID badge may not be loaned to anyone else. The cards must be returned at the end of the program of enrollment. Facilities Management Department should be notified immediately in case the badge is lost or stolen. Students must request a new ID card. Proximity ID Card Replacement forms can be found on intranet through the link: <https://redbench.qatar-weill.cornell.edu/forms/Pages/Facilities%20Management.aspx>. Please fill the form and have it signed by the Director of Student Affairs and Academic Counselling or the official designee.

- **Class Attendance & Absences**

Students are expected to attend all classes, seminars and labs in which they are officially registered. The right to excuse a student from class rests with the faculty member in charge of

that class. *Except in the case of acute injury or illness for which advance notice cannot be given, students should notify the course instructor as soon as they can.* If the course instructor is not available, a request for an excused absence should at least be reported to the Student Academic Counselors.

Students should read each course syllabus carefully so that they fully understand the consequences of unexcused absences from class. Some classes require attendance and include it as a component of the course grade; others may only take attendance and then make the attendance records available to the Promotions and Graduation (P&G) Committee. For students who are not performing well in the program, the P&G Committee is likely to view a poor attendance record as an indication of a lack of professionalism and/or a lack of commitment to the educational program.

Students are required to be present at the time of a regularly scheduled test in order to pass the course unless they have made previous arrangements with the course instructor.

- **Withdrawal from the College**

Students may withdraw from the College at any time by filling the appropriate form found on the Registrar's web page <http://qatar-weill.cornell.edu/current-students/officeRegistrar.html> Students must submit the form to the Office of the Registrar on time to ensure that all their academic and financial records are updated and settled accordingly.

In addition, WCMC-Q may dismiss a student who;

- fails to return at the end of an authorized Leave of Absence, or
- fails to enroll in classes at the beginning of a regular term and
- does not have an approved Leave of Absence.

- **Academic Advancement through the Pre-Medical Curriculum**

Each student's academic performance in the Pre-Medical curriculum is reviewed by the P&G Committee every term. The committee reviews each student's record and, when a student has had difficulties in one or more courses, recommends an appropriate course of action or curricular change.

Students often ask, "How am I doing in the Pre-Medical curriculum? Am I making sufficient progress that I am likely to be admitted to the Medical Program?" These are two very different questions. At the very minimum, students are allowed to continue taking Pre-Medical courses at WCMC-Q as long as they have a cumulative GPA of above 2.0. However, experience has shown that a cumulative GPA anywhere near this level is not competitive for admission to Medical School! Please take a look at the admissions requirements for Medical School and review the most recent profile of an entering class of Medical Students to get a more realistic idea of what is expected. Listen carefully to the advice you receive from your faculty advisor and from the counselors in Student Affairs. They are experienced professionals who are able to give you a realistic view of your academic status, and will advise you on how to make alternative plans if necessary.

It is important to recognize that the primary goal of the Pre-Medical curriculum is to prepare students for the Medical Program. WCMC-Q does not offer a degree to students at the end of the Pre-Medical curriculum. For that reason, students who are not likely to be in a position to be competitive for entrance into the Medical Program should re-think their career plans as soon as possible. WCMC-Q will do everything it can to help every student achieve success, whether it is in the WCMC-Q Medical Program or in another degree program at another institution.

NOTE: Although grades of “C-“ and “D” are considered passing grades in many undergraduate academic programs, they are NOT acceptable grades in certain key courses for eligibility to the Medical Program. To be eligible to the Medical Program, students MUST earn grades of "C" or better in all required courses. A grade of "C-" or lower in any required course will mean that the student will have to repeat the course or its equivalent to be eligible for the Medical Program.

4. Health and Safety Policies and Procedures

WCMC-Q strives to maintain a safe work environment for all students, employees, and visitors. Environmental Health and Safety (EHS) establishes and monitors programs and activities to ensure that adequate environmental and safety measures are practiced at WCMC-Q, and strives to comply with applicable U.S. regulations, Qatar laws, and best practices. It responds to various emergencies, conducts inspections and fire drills, and provides education and training in safety precautions. It monitors the use of potentially harmful substances and storage and disposal of hazardous waste. It maintains appropriate working relationships with Qatar Foundation, Weill Cornell Medical College and Cornell University safety officials and with official environmental health and safety regulatory agencies. WCMC-Q laboratory safety policies and procedures are available on the EHS web page:

(<https://redbench.qatar-weill.cornell.edu/sites/ehs/Pages/Home.aspx>).

At WCMC-Q, safety is everyone’s responsibility. All students should be thoroughly familiar with their safety responsibilities, which include:

- striving to learn and follow safety practices at all times;
- attending laboratory safety training;
- preparing for laboratory sessions in advance;
- behaving responsibly and act proactively to prevent accidents and injuries;
- following instructions of professors, instructors and TA’s;
- communicating hazards to faculty supervisors and Environmental Health and Safety (EHS); and
- being prepared for emergencies that may occur at the college.

- **Safety in the Teaching Laboratories**

Teaching laboratories are potentially dangerous environments and although accidents can happen in ways that cannot be foreseen, there are certain forms of behavior that are necessary to minimize the risk. The laboratories are provided with fume hoods and emergency irrigation systems but there is a need to wear protective clothing whenever participating in laboratory experiments.

At a minimum lab coats (or comparable covering) must be worn while performing laboratory related work. This cover should be removed before exiting the building, entering food serving areas, restrooms, or any public area. Lab coats and other coverings must be laundered in WCMC-Q provided service to avoid carrying contamination outside of the workplace.

Goggles must be worn at all times while in the laboratory. This includes clean up times and by any visitors to the laboratories.

Application of contacts, cosmetics and lotions is prohibited in labs with chemicals. Confine long hair and loose clothing.

For women in traditional dress, the abaya should be removed so that its long sleeves do not drag on the bench and its length does not drag on the floor. The shayla must be tucked into the laboratory coat so that it will not hang or drop into a chemical, open flame or equipment. A face veil cannot be worn due to potential dangers from chemicals or open flames. A surgical mask may be worn in place of the veil.

For men in traditional dress, the ghutra must be removed so that there is no danger of it dropping into a chemical, open flame or equipment.

Wear shoes at all times in the laboratory. Do not wear sandals, open toe, or perforated shoes or sneakers in laboratories. Only closed-toed shoes should be worn in the laboratory in order to protect feet from potential spills.

- **Health Insurance Portability & Accountability Act (HIPAA)**

Future medical students should be aware that as members of the WCMC-Q medical community they will be required to become familiar with and adhere to the Health Insurance Portability and Accountability Act (HIPAA), a United States law which establishes uniform standards for the use of all protected health information.

Pre-medical students are required to complete HIPAA training before they participate in the HMC Observership program during their premedical studies.

HIPAA training is provided online through Weill Cornell Medical College in New York. Training consists of two modules: one that includes standards for assuring privacy of health information and one concerned with protecting the security of that information. There is a short quiz associated with each module. Students must pass in order to receive a certificate of completion, which must be submitted to the WCMC-Q Registrar.

- **PROHIBITED DISCRIMINATION AND HARASSMENT**

Policy

WCMC-Q does not discriminate against or permit harassment of its students, employees or applicants for employment on the basis of their protected status. Accordingly, WCMC-Q will not

accept, tolerate or condone actions of discrimination and/or harassment by any employee, student, patient, vendor, or visitor. In compliance with applicable U.S. federal, New York state laws, and college policy, WCMC-Q maintains processes for individuals or groups to seek redress and remediation if they believe they have been the victims of these acts.

Purpose

WCMC-Q's commitment to diversity and inclusiveness is grounded in providing an environment that is free from all prohibited discrimination, protected status harassment, sexual assault/violence, and bias activity, in particular when such actions are directed at a member or group of the WCMC-Q community because of that individual's or group's actual or perceived age, color, creed, disability, ethnicity, gender, gender identity or expression, marital status, national origin, race, religion, sexual orientation, pregnancy or recovery from childbirth or any combination of these or related factors protected by law.

Applicability

Applies to all members of the faculty, staff, and students of WCMC-Q.

Definitions

Prohibited discrimination occurs when an academic or employment decision results in negative and/or different treatment of an individual based upon his or her protected status. Prohibited harassment occurs when an individual is targeted because of his or her protected status that unreasonably interferes with their academics or work and creates an intimidating, hostile or offensive learning or working environment. Examples of such misconduct can be found in Appendix D of Cornell University Policy 6.4.

All students and employees must comply with this policy and take appropriate measures to ensure that such conduct does not occur. Violations of this policy will be deemed gross misconduct.

Students and employees of WCMC-Q must also familiarize themselves with Cornell University's Policy 6.4 on Prohibited Discrimination, Protected Status Harassment, Sexual Harassment and Sexual Assault and Violence. The principles stated in University Policy 6.4 apply to WCMC-Q.

Acts of prohibited discrimination and protected-status including sexual harassment and sexual violence constitute violations of U.S. federal and New York state laws. In addition, WCMC-Q will not tolerate sexual abuse, rape, sexual assault, domestic violence, intimate-partner violence, stalking, sexual coercion, or other forms of sexual violence by or against students, staff members, faculty, alumni, or visitors.

Sexual harassment is discrimination and is therefore illegal under U.S. federal and New York state laws. Sexual harassment is unwelcome unsolicited conduct of a sexual nature or because of one's sex that is offensive and undesirable to the receiver. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature.

Unwelcome conduct of a sexual nature or related to one's sex can unreasonably interfere with work and learning performance and creates an intimidating, hostile, and offensive work and/or academic environment, which has no place at WCMC-Q. No one should tolerate such behavior in the course of his or her employment or academic status. Employment or academic decisions cannot be based on either submission to, or rejection of such behavior.

Forms of Sexual Harassment - Sexual harassment can take many forms including, but not limited to the following:

- I. Verbal - sexual innuendo, suggestive comments, humor or jokes about sex or gender related traits, sexual propositions, insults or threats;
- II. Nonverbal - suggestive or insulting sounds, gestures, or looks that convey an inappropriate sexual innuendo, act or threat;
- III. Physical - touching of the body (i.e. brushing, patting, pinching, grabbing), coerced sexual intercourse or other sexual acts;
- IV. Visual - displaying or attributing non work-related materials that depict or describe a sexual act or sexually provocative image.

Any person, male or female may be subject to sexual harassment. Sex-based harassment - that is, harassment not involving sexual activity or language (i.e. if a male supervisor regularly berates only female employees) - may also constitute discrimination if it is severe or pervasive and directed at employees because of their sex.

Sexual Assault - Sexual harassment, which constitutes sexual assault, will be reported to the proper authorities. Immediate action will be taken by WCMC-Q to protect the safety of victims of sexual assault.

Acts of prohibited discrimination or harassment undermine WCMC-Q's commitment to inclusion and diversity and threaten the careers, educational experience, patient services and well-being of all associated with WCMC-Q.

Administration

Reporting of Allegations

If a student, employee or other member of the WCMC-Q community believes that he/she has experienced such prohibited treatment at WCMC-Q, the individual should report this to any of the following:

| | |
|---|-----------|
| Assistant/Associate Dean, Student Affairs (Students only) | 4492-8506 |
| Director, Student Affairs (Students only) | 4492-8517 |
| Assistant Director, Student Affairs (Students only) | 4492-8518 |
| Director, Human Resources (Faculty & Staff) | 4492-8601 |

Complainants are assured that problems of this nature will be treated in a confidential manner.

Investigation and Corrective Action

All complaints of harassment or discrimination reported to the Director or Assistant Director of Student Affairs, or to the Director of Human Resources, will be treated seriously and thoroughly investigated by WCMC-Q. Complaints may or may not be made in writing.

The investigation may include individual interviews with parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. The investigation will proceed with appropriate consideration given to the privacy of all involved. It must be recognized that WCMC-Q will take reasonable measures to protect the confidentiality of the complaint, testimony and witnesses throughout the investigatory process. However, WCMC-Q cannot and does not guarantee that confidentiality will be

maintained. If a complaint is substantiated, employees or students who engage in such inappropriate behavior will be dealt with promptly and appropriately. Responsive action may include, for example, training, referral to counseling, monitoring of the offender and/or a corrective action, or other discipline up to and including termination of employment. At the conclusion of the investigation, the complainant and respondent will be provided with a general overview of findings.

Responsibility of Employees and Students

In order for WCMC-Q to ensure that it provides a working and learning environment free from harassment and discrimination, it is imperative that each person who believes he/she has been subject to or witnessed harassment or discrimination immediately notify any of the offices above so that an investigation can be conducted.

It is expected that all employees of WCMC will cooperate fully with WCMC-Q investigating complaints of harassment or discrimination. The mere fact that an investigation is being conducted by WCMC-Q does not suggest that WCMC-Q has ground to substantiate the allegations of the complaint.

Responsibility of Supervisors, Administrators, and Faculty Members

Supervisors, administrators and faculty members are expected to maintain a work environment that does not tolerate or condone any form of harassment or discrimination. If a supervisor, administrator, faculty member, or counselor receives a complaint or inquiry about illegal harassment or discrimination that is alleged to have occurred on WCMC-Q property or involves a WCMC-Q employee or student, he/she is to immediately contact WCMC-Q's Director of Human Resources, or any of the others listed above, and report that action. Failure to immediately notify any of the above listed persons may impede the ability of the investigators to conduct an impartial, timely, and thorough review of the complaint and inhibit the Medical College's ability to adhere to their obligations under the law.

Investigative Process

Complaints brought forward by a student or an employee will be thoroughly reviewed by one of the offices noted above. All complaints that implicate the prohibited acts under this policy, including complaints of retaliation, will be investigated. The investigation will include interviews of the complainant, the accused, and all others involved or may have knowledge of the facts and circumstances. The investigation will proceed with appropriate consideration given to the privacy of all involved. At the conclusion of the investigation, the complainant and accused will simultaneously receive a written summary of findings. Any employee found to have engaged in illegal harassment and/or discrimination will be subject to remediation, which may include retraining and/or corrective action, up to and including termination of their employment.

Retaliation

Retaliation and/or threats of retaliation or retribution against employees who raise concerns or make complaints or assist in providing information (e.g., as witnesses) about discriminatory practices, including harassment, is prohibited and must be reported to Human Resources Division. Retaliation may also violate New York state and U.S. federal laws as well as WCMC-Q policies.

False Claims

Deliberately false or malicious accusations of harassment or other discriminatory conduct - as opposed to complaints that, even if erroneous, are made in good faith - may be subject to appropriate disciplinary action.

- **Health and Immunization**

The Medical College is dedicated to providing medical care to its students through its affiliated hospital and health centers. All students have comprehensive health care coverage and WCMCQ provides national health cards for all international students. Local students should receive the national health card from their parents or guardians.

Student Pre-Registration Requirements:

- ❖ Completed Student Identification Form
- ❖ Completed Health and Physical Examination Form signed by a licensed physician (Performed within 12 months of entry)
- ❖ Completed Immunization History Form signed by a licensed physician
- ❖ Copies of childhood immunization records and most recent immunizations should be attached to the Immunization History Form as supporting documentation
- ❖ Copies of all laboratory results documenting titers (namely for Measles, Mumps, Rubella, Varicella, Hepatitis B Surface Antibody)

All students are required to have the following immunizations / titers / screening:

Measles, Mumps and Rubella: Our institution requires demonstration of proof of immunity by serologic titer for Measles, Mumps and Rubella (Student should be IgG positive for Measles, Mumps and Rubella). Any student who is not immune by titer (e.g. negative, inconclusive or equivocal) will require boosters. If you have had titers drawn previously, provide copies of the lab reports to the Student Health & Wellness Coordinator in addition to your immunization record. Neither documentation of being “immune” without actual lab reports nor clinical history of disease is sufficient proof of immunity.

Hepatitis B: Hepatitis B surface Antibody titer, students who are not found to be immune must receive three immunization Hepatitis B vaccine series and repeat the blood titer one month after the last shot.

PPD (Mantoux Test): The test must be performed within the last 90 days unless there is a prior history of positive PPD. If the PPD is positive, Chest x-ray must be performed. Chest x-ray report and documentation of prior treatment must also be attached. Previous history of BCG vaccination is NOT a contraindication to performing a PPD.

Tetanus–diphtheria (Td) or tetanus toxoid–diphtheria–acellular pertussis (Tdap): Completion of the childhood series, and a booster within the last 10 years. Tdap is recommended, particularly for clinical students.

Meningitis: New York State Public Health Law requires all college and university students to complete a meningitis information response form. It acknowledges that you have received

information about meningococcal meningitis and the availability of a vaccination. Vaccinations must have been done within three (3) years.

Varicella: A positive titer indicating immunity. Students who are not found to be immune must receive two doses of vaccine at least 30 days apart and repeat the blood titer one month after the last shot. Clinical history of disease is NOT sufficient proof of immunity for our campus. Copies of lab report will have to be provided as supporting documentation of the student being IgG positive for Varicella.

The above stated immunization/titer/PPD test requirements meet the WCMC-Q and WCMC New York/CPM requirements. However, for some entering students who have not undergone serological (IgG) titer tests, valid documentation of immunizations will be accepted (within 3 months of starting coursework) as presumptive evidence of immunity as described below.

Measles, Mumps and Rubella:

- Measles: Please provide a record of 2 doses of measles vaccine at least 30 days apart (or two doses of MMR)
- Mumps: Please provide a record of one dose of mumps vaccine (or one dose of MMR)
- Rubella: Please provide a record of one dose of rubella vaccine (or one dose of MMR)

Varicella

- Please provide a record of 2 doses of varicella vaccine at least 30 days apart OR Date of Clinician Verified Disease (chicken pox)

Hepatitis B immunization

- 3 immunizations of HBV series

Td (tetanus toxoid – diphtheria) *or Tdap* (tetanus toxoid – diphtheria- acellular pertussis) within 10 years.

Meningococcal Disease

- Meningitis vaccination (within 3 years) is required for students, who will be living in the residence halls,

Other Health Requirements:

Periodic health assessments: A completed history and physical examination should have been performed and submitted. Clinical students will undergo a pre-rotation health assessment at the end of their pre-clinical years in preparation for rotations at New York Presbyterian Hospital and its affiliates.

Influenza Vaccination: It is strongly encouraged for students in the health professions.

Important! All students please note:

- WCMC-Q does not provide immunizations for students.
- It is each student's professional responsibility to verify that all required documentation is received by WCMC-Q no later than the deadline date provided on their admission letter.
- There is no "moral objection" permissible for vaccination of health workers. If there is a contraindication to any of the vaccines or vaccine components, you will need to provide

documentation from a physician not related to you confirming such a contraindication to the vaccine or vaccine component.

- Students who do not comply with the above stated health and immunization requirements would not be allowed to register for classes.
- Students will not be allowed to register for classes if they fail to submit their health and immunization records in a timely manner.
- We will notify you of any additional changes in WCMC-Q's health and immunization requirements.

If you have any questions, please contact the Student Health & Wellness Coordinator at +974 4492 8524.

Useful Information

The student may contact one of the following facilities for vaccinations, titers and healthcare related services:

- Services available at Qatar Foundation Clinic (QF Care Clinic) and Dental Clinic can be utilized by the students. For details of location, operation timings and services available please contact: +974 4454 1244.
- Supreme Council of Health: Preventive Health Department, Mesaimmer Health Center +974 4406 4222

5. Student Services

• Faculty Advisors

The role of the faculty advisor is to provide helpful and accurate information that allows students to learn how to make practical academic plans and decisions. Advisors assist students in thinking through the various choices so as to make wise decisions that align with the student's educational and career objectives. This includes providing accurate information about WCMC-Q policies and procedures. Students are assigned Faculty Advisors by the Pre-Medical Education Department at the beginning of the students' first term.

VI. Academic Counseling

Committed to creating a nurturing environment to optimize student learning, the academic counselors offer student academic, personal, and career support. They coordinate and provide vital workshops, seminars, and individual counseling with students to foster development of study skills and effective time-management, help prepare students for standardized exams such as MCAT, develop interviewing skills, and prepare personal statements and resume. They also administer the peer-tutoring program, conduct structured academic advising committee meetings, and coordinate psychological, psychiatric, and other referrals as needed.

• Psychological Counseling

The Employee Assistance Program (EAP) is a short-term counseling and referral service through

LifeSolutions, a company that provides these services for any challenges or issues that students or families might be facing. Access to free, confidential assistance (up to six sessions per issue) with work, life, personal or family concern is available to students and their families who live in Qatar through a counseling company called LifeSolutions. Any time, any day, you can contact LifeSolutions for live assistance including short-term coaching, counseling, information and referrals.

A LifeSolutions Counselor can be contacted in Doha by calling **+974 4492-8646 and the call will be forwarded automatically**; if overseas, students, employees and their families can reach assistance at any time by calling +44 208 987 6550 (by calling and reversing charges, or call direct and someone will call back); contact via email: globaleap@workplaceoptions.com; or via the Life Solutions website: <http://www.lifesolutionsforyou.com>, company code: WCMC-Q.

Students can also request psychological or psychiatric referral from the Academic Counselors.

- **Distributed E-Library**

Basics

The physical location of the eLibrary is located by the North Entrance of the WCMC-Q building. The eLibrary can be found at <http://qatar-weill.cornell.edu/elibrary/index.html>. Standard operating hours are:

| | |
|---------------------|-------------------|
| Sunday to Wednesday | 7:30am to 11:00pm |
| Thursdays | 7:30am to 7:00pm |
| Friday & Saturday | 11:00am to 7:00pm |

Reading Room

The Reading Room houses all the Distributed eLibrary's resources that may be checked out including books, DVDs and other resources. Remember to bring your WCMC-Q ID to borrow library materials. At the Information Desk you may request in-person assistance with searches, interlibrary loans and other library related services. Assistance from librarians can also be obtained via chat by visiting our [Ask-a-Librarian](#) page or by email at reflib@qatar-med.cornell.edu or by phone at 4492-8100. The Reading Room is open seven days a week.

Interlibrary Loan

If the Distributed eLibrary does not have access to a book, book chapter, or an article you are looking for, interlibrary services will obtain the item free of charge for you from another library. Requested books need ten days to be received, unless the item is available in Qatar; however, journal articles can usually be obtained within three working days. To place an interlibrary loan request, go to <https://ill.qatar-weill.cornell.edu/illiad/>. Note that only five interlibrary loan requests per patron will be processed each day.

DeLib Discovery

The DeLib discovery tool is an online catalog of all holdings at the Distributed eLibrary. This tool lists not only the print and multimedia holdings but also has direct links to electronic books and journals that are available. Additionally, DeLib Discovery will run a simple search of articles from a few select databases.

Public Access

All electronic resources are accessible to the general public and non-affiliated patrons in the Reading Room. Ask a staff member for a guest login. Print materials are not available for checkout.

Desktops

All the Reading Room computers are Apple Macs and are fully networked and have EndNote, Microsoft Word, PowerPoint, and Excel installed.

Wireless Networks

Personal laptops and tablet devices are welcome. If you are not affiliated with WCMC-Q and need to login to the wireless network, please ask library staff for a guest login for our network.

Printing, Photocopying & Scanning

Printing, photocopying & scanning are available at no cost during regular opening hours. Please ask for assistance at the Information Desk if you need assistance.

Library Etiquette

Cell phones should be switched to silent and calls should be taken outside the Reading Room. To protect the resources at DeLib and to promote an atmosphere of quiet study, no food or drink is allowed.

Workshops

Free workshops are offered each semester, on topics such as Database Searching, Mobile Resources, Evidence Based Practice and EndNote Basics.

Request a consultation

We provide customized orientations, Reading Room tours, help with literature searching as well as clinical & community outreach services.

House Calls

If you are studying or working in an area outside of the Reading Room, librarians can come to your location in the College and assist you at your point of need. House calls are subject to librarian availability and it is helpful to make an appointment for a house call in advance.

Citation Service

Librarians will show you how to maintain a citation database using bibliographic software such as EndNote or RefWorks. They also will demonstrate how to change the citation styles to suit your needs.

Electronic Resources

The Distributed eLibrary offers access to a wide variety of databases for your research and clinical information needs. Connect to PubMed and other frequently used tools under the Quick Tools tab located in the center of the [DeLib's website](#). Access other databases on the [DeLib Databases page](#). Most databases, when accessed from outside of the WCMC-Q campus, will require authentication with a WCMC-Q username and password.

Popular Databases

PubMed - This is the premier medical literature database, and provides links to a host of bio-molecular resources from NCBI.

UpToDate - Is a practical clinical reference that contains the equivalent of 40,000 pages of original, peer-reviewed text. It provides specific, practical recommendations for diagnosis and treatment.

AccessMedicine - This is a suite of resources for clinical practice and education. It includes sub-sites for Medicine, Pharmacy, Surgery, Anesthesiology, Emergency Medicine, Pediatrics, Physiotherapy, and Science.

Other Databases

MD Consult - MD Consult provides full-text access to selected medical texts, medical journals, practice guidelines, drug information, patient handouts, and CME materials.

MICROMEDEX - This in-depth drug information resource includes the PDR, POISINDEX and Lab Advisor.

Scopus - Scopus is the largest abstract and citation database. It contains peer-reviewed titles from international publishers, Open Access journals, conference proceedings, trade publications, and quality web sources.

USMLEasy - is a resource that allows the user to prepare for the USMLE.

VisualDX - This diagnostic tool allows the user to enter patient findings and create a differential diagnosis.

E-Books

The Distributed eLibrary has access to more than 16,000 titles, including *Current Medical Diagnosis and Treatment* and *Harrison's*. Search for e-books by limiting to e-books in DeLib Discovery.

E-Journals

Over 8,000 titles are available through the Distributed eLibrary. Locate these by limiting search results in DeLib Discovery to ejournals or by clicking on the eJournals tab on our website.

Remote access

Connect off-campus to almost all of our online services and e-resources by authenticating with your WCMC-Q username and password.

GET IT button

Click on the GET IT button that appears on the articles listed in many of our databases to connect to full text, see our print holdings, or request an interlibrary loan.

Bibliographic Management Tools

Distributed eLibrary provides support and instruction for the bibliographic management programs RefWorks and EndNote. EndNote is provided on the desktop computers in the Reading Room, while RefWorks can be used on any computer anywhere after the user creates an account.

- **Financial Aid**

WCMC-Q admits students on merit only, according to the principle of ‘need-blind admissions’. The Committee on Admission screens, evaluates, and accepts students without knowledge of their ability to pay. Students who require financial assistance apply directly to the HBKU Financial Aid program. After assessment of need, students are provided with loans that must be repaid, or they may also have the option to provide a period of service to Qatar. For more information about Financial Aid, please visit:

http://www.myeducationcity.com/en/dynamic_pages/index/26/1/financial-aid

Some students, mainly Qataris, are also sponsored by the Higher Education Institute, Sidra or Hamad Medical Corporation.