# Table of Contents

Overview .............................................................................................................................................. 3  
Mission, Objectives and Vision .............................................................. 4  
Location ............................................................................................................................................ 4  
Administrative Officials and Office of the Dean ........................................... 5  
Detailed Description, The Elmezzi Graduate School of Molecular Medicine ........ 6  
  Core Course Curriculum .................................................................................................................. 6  
  Academic Calendar .......................................................................................................................... 7  
  Course Descriptions, Objectives and Goals ............................................................................... 7  
Facilities .......................................................................................................................................... 18  
Faculty of The Elmezzi Graduate School .............................................................. 19  
Admission Requirements ............................................................................................................... 22  
Application Process ...................................................................................................................... 23  
Tuition/Financial Support/Costs ................................................................................................. 23  
Assessment of Academic Competence and Progress ............................................. 24  
  Research Advisor ......................................................................................................................... 24  
  Graduate Advisory Committee ..................................................................................................... 24  
  Academic Requirements ............................................................................................................... 24  
  Academic Evaluations .................................................................................................................. 25  
Other Academic Training and Professional Development Opportunities .......... 26  
Student Retention, Graduation Rates and Outcomes ........................................ 26  
Redress of Grievances and Handling of Complaints ............................................ 27  
Security and Crime Reporting Policies ................................................................. 28  
Code of Ethical Conduct .............................................................................................................. 28  
Policy Guidelines and Procedures Governing Student Education Records.... Appendix A  
Policy Prohibiting Sexual Harassment, Violence and Sexual Misconduct ...... Appendix B  
Thesis and Thesis Defense Guidelines ............................................................................... Appendix C
The Elmezzi Graduate School of Molecular Medicine

Overview

Welcome to the Elmezzi Graduate School of Molecular Medicine. The Elmezzi Graduate School is an individually tailored three-year program designed to train exceptional physicians with a recent MD or equivalent degree in research methodologies, culminating in a PhD in Molecular Medicine. The program is accredited by the New York State Board of Regents and the New York State Commissioner of Education. The goal of the program is to create a cadre of highly trained physician/scientists who will establish careers in academic medicine and who will conduct “state of the art” basic and translational research directly related to human disease.

The Elmezzi Graduate School is an integral part of Northwell Health (formerly known as the North Shore-LIJ Health System). It operates under the organization’s Feinstein Institute for Medical Research, which is the research entity of Northwell Health and provides all facilities for the Elmezzi Graduate School. Biomedical research and physician training in the organization have been vital within North Shore University Hospital and Long Island Jewish Medical Center of Northwell Health since their establishment in the early 1950s. It has continued since their merger in 1997. The Graduate School became part of the organization and the Feinstein Institute in 2001 and was renamed The Elmezzi Graduate School of Molecular Medicine in 2008.

The faculty of the Elmezzi Graduate School is drawn from the principal investigators of the Feinstein Institute, who are world-renowned in their respective fields. They conduct research in autoimmunity, rheumatology, oncology, immunology and inflammation, genetics, psychiatry, neurology, surgery, obstetrics/gynecology and many other specialties. Through its connection to Northwell Health, the Elmezzi Graduate School and The Feinstein Institute bridge the gap between biomedical research and patient care, accessing hundreds of thousands of patients in the organization's 23 hospitals, three skilled nursing facilities, dozens of outpatient facilities, and many specialty programs and institutes, with more than 12,000 member physicians. The faculty and students of the Graduate School collaborate with clinicians (physicians, dentists, medical students, fellows and residents) throughout Northwell Health to identify critical unanswered questions relating to diseases treated in the hospitals. These questions are developed into research to shed light on basic biological processes underlying disease.

We stand at the threshold of an extraordinary time in medicine. The Elmezzi Graduate School of Molecular Medicine and The Feinstein Institute for Medical Research will be a growing force in research innovation, education and progress.

The Elmezzi Graduate School of Molecular Medicine is supported in part through a generous endowment from The Thomas and Jeanne Elmezzi Foundation.

*New York State Education Department, Office of Higher Education, Room 979 Education Building Addition, Albany, New York 12234. Tel: (518) 474-5851
Mission of the Elmezzi Graduate School of Molecular Medicine

Provide superior academic training of physicians to discover and understand the causes of human diseases and to rapidly and effectively translate this information into diagnostic and therapeutic solutions

Vision

To train the next generation of leaders in the field of translational research

Objectives

1. To train medical school graduates in the skills and intellectual approaches necessary to become independent scientific investigators in medically relevant areas of research
2. To integrate this training into the highly interactive, multidisciplinary research environment of The Feinstein Institute for Medical Research
3. To grant the degree of Doctor of Philosophy in Molecular Medicine

Location

The Elmezzi Graduate School of Molecular Medicine is located on the North Shore of Long Island, New York, in a pleasant suburban environment, but is within 30 minutes to one hour of Manhattan by car or train, making the cultural resources of New York City readily accessible. There is adequate affordable housing for students in the area, with good access by both car and by bus. The Graduate School provides assistance with relocation, including locating housing, arranging bank accounts, etc. It does not provide housing on campus.
Administrative Officials

Kevin J. Tracey, MD, President
350 Community Drive
Manhasset, NY 11030
Tel: 516-562-3467
Fax: 516-562-1022
Email: kjtracey@northwell.edu

Bettie Steinberg, PhD, Provost
350 Community Drive
Manhasset, NY 11030
Tel: 516-562-1159
Fax: 516-562-1022
Email: bsteinbe@northwell.edu

Diane Quinn, Chief Financial Officer
350 Community Drive
Manhasset, NY 11030
Tel: 516-562-0444
Fax: 516-562-1022
Email: dquinn@northwell.edu

Office of the Dean

Annette Lee, PhD, Dean
350 Community Drive
Manhasset, NY 11030
Tel: 516-562-1108
Fax: 516-562-1153
Email: alee@northwell.edu

Christine Metz, PhD, Associate Dean
350 Community Drive
Manhasset, NY 11030
Tel: 516-562-3403
Fax: 516-562-1022
Email: cmetz@northwell.edu

Ms. Emilia Hristis, Education Coordinator
350 Community Drive
Manhasset, NY 11030
Tel: 516-562-3405
Fax: 516-562-1022
Email: echristis@northwell.edu
Detailed Description
The Elmezzi Graduate School of Molecular Medicine

Curriculum
The Elmezzi Graduate School of Molecular Medicine is a diploma program awarding a Ph.D. degree (HEGIS code 0499.00) to individuals who hold an earned M.D. or equivalent degree.

The requirements of the Ph.D. degree are heavily weighted toward conduct and completion of a substantial scholarly body of hypothesis-driven research. Students are required to submit a written proposal of their planned thesis project in the format of a fellowship grant application and defend this proposal orally to their Pre-Thesis Committee. Students present their completed dissertation work at a public lecture and defend their completed written thesis before a formal Thesis Committee which includes at least one outside examiner.

The thesis is coupled with a focused core curriculum that builds on the basic science courses taken during medical school. Most courses are one semester in length. Many are conducted in a discussion/journal club format. All courses are 3 credits, with the exception of the Ethics and Responsible Conduct of Research course, which is 2 credits. The additional academic programs, the Molecular Medicine Journal Club and the Visiting Professor Lecture Series are both 1 credit each. Thesis research: 7-8 credits. Students are expect to take 12 credits per semester. Students cannot transfer credits from courses taken at other college, university, or training program.

Students are required to participate in all courses. The core curriculum consists of the following courses:

- Advanced Immunology, 3 credits
- Biostatistics, Bioinformatics and Study Design, 3 credits
- Current Topics in Neuroscience, 3 credits
- Ethics and Responsible Conduct of Research, 2 credits
- Molecular Biology of the Cell, 3 credits
- Molecular Genetics and Genomics, 3 credits
- Special Topics in Translational Research, 3 credits

Additional required academic programs, which enrich the curriculum but are not courses per se, are listed below.

- Molecular Medicine Journal Club, 1 credit
- Visiting Professor Lecture Series (a weekly seminar by external invited speakers who are experts in their fields), 1 credit
- Match Distinguished Visiting Scientist Program (an annual lecture by preeminent scientists)
- Marsh Lecture Series (a lecture series by renowned scientists who share their expertise and establish collaborations with Feinstein faculty)
- Scientific Retreat of The Feinstein Institute for Medical Research
- Workshop on Grantsmanship

Students also participate in journal clubs and meetings of the lab group where they are conducting their research, and attend and submit abstracts for presentation at national and international scientific conferences.
Academic Calendar

The school functions on a year-round calendar, with most students admitted on July 1. Students whose training is linked to clinical subspecialty training (medicine, surgery, oncology, pediatrics, etc.) normally begin their studies in July. Courses are held in the Fall/Early Winter or the Late Winter/Spring, with laboratory research continuing throughout the summer. The academic calendar is maintained on the Elmezzi website.

Course Descriptions, Objectives and Goals

Advanced Immunology, 3 credits
Course Leaders: Barbara Sherry, PhD and Christine Metz, PhD
This one-semester course, held every 3 years during the Fall/Early Winter semesters (2018, 2021, etc.); this course meets weekly for 2-3 hrs.

Prerequisite: A previous course in basic immunology or equivalent, i.e. students must have an understanding of the basic principles in immunology.

Overall purpose/objective: This course is intended for graduate students (physicians, physicians-in-training, scientists-in-training) to build on their understanding of the basic principles of immunology and to advance their understanding of immunology. Topics will include: innate and adaptive immune responses, as well as key concepts in immune regulation and tolerance, antigen processing, autoimmunity, immunodeficiency, transplantation, vaccine immunology and/or cancer immunology.

Conduct of the course: This course consists of a combination of didactic lectures, scientific seminars from invited speakers (chosen based on their expertise in basic and clinical immunology), and interactive student-run debates (with faculty facilitation). Lectures in each of the core areas will provide an overview of the current status of the field and address key research topics, current research literature, and incorporate active discussion by students. These core lectures will be complemented by interactive student-run debate sessions, where teams of students ‘debate’ topical, unresolved issues in the field of immunology. In addition, scientific seminars will be presented by visiting immunologists (prominent in their fields), who will present their cutting-edge research to provide students with an up-to-date understanding of the current advances in this rapidly moving field. Students (as a group) will meet with the seminar speakers for further discussion.

Upon completion of the course, students will be able to:
- Describe the fundamental mechanisms underlying host immune responses
- Discuss recent advances in the field of immunology, including the role of immunology in the pathogenesis of disease, immune-based diagnostics and therapeutics
- Debate unresolved issues in the field of immunology
- Critically evaluate current advances and established concepts in immunology
- Analyze current research publications in the field of immunology and discuss the importance of these findings with respect to human health.
Assessment: Attendance of course lectures, seminars and debates is mandatory. Excused absences must be approved in advance.
Formative assessment: Formative evaluation will take two forms. For didactic seminars, visiting lectures and meetings with speakers, each student will be assessed based on in-class participation. For debate sessions, which will be presented by two teams of students at a time (via PowerPoint presentations), each student will be assessed on critical thinking, the quality of their arguments, effective use of references supporting their responses/views, and effective questioning of opposing team.
Summative assessment: Each student will be assessed on in-class presentations and a final project, submitted in written form, in which they identify an area of controversy within the field of immunology or an unresolved question within the field of immunology, formulate this controversy/question into a debate question, and briefly outline potential arguments supporting both sides.
Final grades will be comprised of participation (30%), summary of debate responses and debate presentation (40%) and final project (30%). A minimum score of 80% is required to pass the course.

Readings: The course is taught using Immunobiology, 8th Edition (Janeway’s Immunobiology), Murphy K, ed., Garland Science Publishing, New York, NY USA, 2011 to provide background information. In addition, students will be assigned reading that include seminal immunology papers (historical and recent, review and research).
Biostatistics, Bioinformatics and Study Design, 3 credits

Course Leader: Martin Lesser, PhD
This is a one-semester course, held every 3 years in the late winter/spring semester (2018, 2021, etc.); meets weekly for 2 hrs per week.

Prerequisites: The course will be taught at a rigorous graduate level. Comfort with mathematical concepts and notation is required. A course in calculus or pre-calculus would be helpful.

Overall purpose/objective: This course will provide an introduction to biostatistical methods commonly used in biomedical and public health sciences. Students will learn how to conduct descriptive and univariable analyses of data from public health and clinical studies and interpret the results of these analyses. The course will cover the basic concepts of statistical inference, including estimation and hypothesis testing. Topics include: principles of probability and probability distributions, with emphasis on the binomial and normal distributions; estimation and comparisons for continuous, categorical, and ordinal data; simple linear regression and correlation; analysis of variance; overview of advanced methods (analysis of covariance, survival analysis, multiple regression, logistic regression), time permitting. In addition, the course will focus on some advanced concepts and skills necessary to plan, conduct, evaluate, and analyze quantitative research within biomedical research-related fields.

Conduct of the course: This course consists of a combination of didactic lectures, group discussions and problem-solving sessions.

Upon completion of the course, students will be able to:
- Design biomedical research studies appropriately
- Apply standard biostatistics methods to biomedical and public health research problems.
- Demonstrate the ability to interpret the results of a statistical analysis and communicate such interpretations in an easily comprehensible manner.
- Assess the appropriate use of statistics in published papers

Assessment: Attendance of course lectures is mandatory. Excused absences must be approved in advance.
Formative: Throughout the course, students will be assessed on attendance and participation, and a mid-term exam will be given.
Summative: A final exam will be given.
Final grades will be comprised of attendance (10%), mid-term (40%) and final exam (50%). A minimum score of 80% is required to pass the course.

Current Topics in Neuroscience, 3 credits

Course Leader: Patricio Huerta, PhD
This is a one semester course held every 3 years in the late winter/spring semester (2016, 2019, etc.); meets weekly for 2 hrs per week.

Prerequisites: There are no prerequisites for this course.

Overall purpose/objective: This course is intended for graduate students (physicians, physicians-in-training, scientists-in-training) to present current topics in neuroscience. These topics will be presented in four units: (1) neurons and glia as building blocks for brains; (2) neural communication and plasticity; (2) systems neuroscience; and (4) “sick” brains.

Conduct of the course: The course consists of a combination of didactic lectures by faculty using the textbook “Principles of Neural Science” (5th Edition) and team-based debates of current topics in the field of neuroscience (using recent publications in the field) by the students. In addition, the last unit will include invited speakers from the Elmezzi School of Molecular Medicine and the Feinstein Institute, who will discuss their research on various brain diseases.

After completion of the course, students will be able to:
- Describe neurophysiology (neural structure and function), neurotransmitters, and their functions (in the normal brain and affected brain)
- Discuss the biological basis of learning and memory
- Explain the key concepts of systems neuroscience and their link to organized behavior
- Define how changes in neural processing impact brain health

Assessment: Attendance of course lectures and debates is mandatory. Excused absences must be approved in advance.
Formative: Students will be assessed on their attendance, participation in debates and in-class discussions.
Summative: At the end of each of the 4 units, students will be assessed on tests/papers.
Final grades will be comprised of attendance (20%), participation (25%), debate presentations (30%), and final paper/exam (25%). A minimum score of 80% is required to pass the course.

Readings: The textbook for this course is “Principles of Neural Science, Fifth Edition (2012), Eric Kandel et al., eds. In addition, students will be required to read recent, relevant research and review papers in the field of neuroscience (as assigned) and be prepared to discuss.
Ethics and Responsible Conduct of Research, 2 credits

Course Leader: Bettie Steinberg, PhD
This is a one-semester course, held every 2 years in the late winter/spring semester (2019, 2021, etc.); meets for 1.5 hrs weekly.

Prerequisites: There are no prerequisites.

Overall purpose/objective: The purpose of the course is to provide graduate students (physicians, physicians-in-training, scientists-in-training) with clear guidelines for ethical decisions in the field of biomedical research, i.e. promote a greater understanding of ethical issues that arise in biomedical research. The course will cover the historical framework for a need for ethical standards in research, changing concepts in research ethics with time, current regulatory requirements for animal or human research, guidelines for appropriate authorship decisions, peer review, collaborative research, ownership of data and intellectual property, scientific record keeping, conflicts of interest, scientific misconduct, and ethical dilemmas in basic, translational, and clinical research.

Conduct of the course: This course is taught through a combination of didactic lectures using “Scientific Integrity, 3rd Edition”, and case-based learning. Cases are prepared and presented for group discussion by students, with faculty as moderators.

After completion, students will be able to:
- Describe current regulatory requirements for both animal and human subject research
- Define current accepted practices, codes of ethics and institutional guidelines
- Comply with standards of practice, codes of ethics, and federal, state, institutional mandates/guidelines
- Examine and evaluate specific research activities and projects for their ethical soundness
- Discuss ethical dilemmas in biomedical research
- Manage/solve ethical dilemmas in biomedical research

Assessment: Attendance of course lectures and participation in class discussions is mandatory. Excused absences must be approved in advance.
Formative: Throughout the course, students will be assessed on participation in discussions. Final grades will be comprised of attendance (30%), participation (30%), and case presentations (40%). A minimum score of 80% is required to pass the course.

Faculty case studies text: “Scientific Integrity, 3rd Edition” by F.L. Macrina, ASM Press, Washington D.C., 2005. In addition, students will be required to read recent cases and present cases related to the ethical conduct of research.
Molecular Biology of the Cell, 3 credits

Course Leaders: Maria Ruggieri, PhD and Betsy Barnes, PhD
This one-semester course, held every three years in the fall/early winter semester (2017, 2020, etc.); meets weekly for 2 hours.

Prerequisites: Undergraduate or medical school courses in organic chemistry, biochemistry, and cell biology, or equivalent.

Overall purpose/objective: This course for graduate students (physicians, physicians-in-training, scientists-in-training) will provide advanced knowledge of the molecular basis of cell functions. This course expands the students’ understanding of cellular and molecular processes of the normal cell, and provides an understanding of the causes of disease when these cellular mechanisms become dysfunctional.

Conduct of the course: The course consists of a combination of didactic lectures by faculty based on Alberts “Molecular Biology of the Cell” - 5th edition (or latest edition, published by Garland Science), seminars given by visiting scientists with specific expertise in areas described above, and in-class discussions/presentations.

After completion, students will be able to:
- Describe the basic biological processes of the normal cell
- Describe some of the molecular and cellular mechanisms of disease
- Differentiate between normal and pathologic molecular and cellular processes
- Explain experimental approaches used to uncover basic cellular & disease processes
- Determine how basic experimentation leads to new potential therapeutics & drug discovery

Assessment: Attendance of course lectures by faculty and seminars given by visiting scientists is mandatory.
Excused absences must be approved in advance.
Formative: Throughout the course, students will be assessed on attendance, class participation (in discussion), and quizzes/tests.
Summative: Student will be assessed on final presentations of published papers relating basic cellular mechanisms to disease and leading a discussion of the work with the class.
Final grades will be comprised of attendance (30%), participation (30%), quizzes (10%) and final presentation (30%). A minimum score of 80% is required to pass the course.

In addition, the course readings will include current primary research papers in the field of molecular and cell biology.
Molecular Genetics and Genomics, 3 credits

Course Leader: Peter Gregersen, MD
This one-semester course is held every three years in the fall/early winter semester (2019, 2022, etc.); meets weekly for 2 hrs.

Prerequisites: A previous course in genetics (undergraduate or graduate/medical school) is required.

Overall purpose/objective: This course for graduate students (physicians, physicians-in-training, scientists-in-training) will advance their knowledge of genetics and genomics. The topics covered include: chromosome and gene structure, concepts and methodologies in genetic analysis, discussion of simple vs. complex traits, use of animal models for genetic analysis, and new paradigms in genetics.

Class conduct: This class is taught through didactic lectures and incorporates journal club-style classes with class discussions.

After completion of the course, students will be able to:
- Describe the structure and function of the human genome and how it is transmitted
- Discuss how genome variation arises
- Describe the contribution of genetics to functional variations between individuals and groups in susceptibility to and expression of various disorders
- Differentiate between simple and complex traits
- Describe current scientific and clinical applications of genomics
- Perform simple quantitative genetic calculations and solve related problems
- Evaluate various genetic and genomic technologies

Assessment: Attendance of course lectures and seminars by visiting scientists is mandatory. Excused absences must be approved in advance.
Formative: Throughout the course, students will be assessed on problem-solving, quizzes, and in-class discussions
Summative: At the end of the course, students will be assessed through a final exam. Final grades will be comprised of attendance (25%), participation and student presentations (25%), quizzes/problem sets (25%), and final exam (25%). A minimum score of 80% is required to pass the course.

Readings: There is no textbook for this course. Readings will be provided by the Course Directors.
Special Topics in Translational Research, 3 credits

Course Leader: Varied Faculty
This one-semester course is held every three years in the fall/early winter semester (2019, 2022, etc.); meets weekly for 1.5-2 hrs.

Overall purpose/objective: This course focuses on understanding all aspects of the disease process for a particular disorder, including etiology, pathophysiology at the organ, tissue, cell and molecular level, and controversies related to current treatments. The disorder changes each time the course is given.

Class conduct: This course consists of introductory lectures, seminal research papers and in-class discussions of the selected disorder by members of the faculty of the Graduate School, and research seminars by invited outside experts in the disease with the students.

Through attendance and participation in the Special Topics course, students will be able to:

- Describe the multiple components of the disease process at the organ-level, tissue-level, cellular-level, and/or subcellular-level
- Evaluate current biomedical research focused on a particular disease/condition
- Describe standard and novel methods used for scientific investigation of this disease/condition
- Assess the implications of the research in this area on human health

Assessment: Attendance and participation in the seminar series are mandatory. Formative and summative assessment methods will be implemented, but will vary with topic. Some might include problem-solving, class discussions, class presentations, short answer summaries, etc. Final grades will be comprised of attendance, participation, problem sets, and final paper/exam. A minimum score of 80% is required to pass the course.

Readings: Readings will be assigned from relevant textbooks and/or primary research papers.
Other Academic Programs

Molecular Medicine Journal Club, 1 credit

Course Leader: Christine Metz, PhD
This course is held during the fall/early winter and late winter/spring semesters every year (students attend every semester); meets weekly for 1 hour.

Prerequisites: There are no prerequisites.

Overall purpose/objective: The Journal Club for graduate students (physicians, physicians-in-training, scientists-in-training) will expose students to all areas of biomedical research through critical reading of recently published research papers. The purpose of this course is to enhance the educational experience of all graduate students through exposure to impactful and/or paradigm-shifting research papers and the opportunity for in-depth evaluation and discussions of the published works with their peers. Students are encouraged to present papers of invited guest speakers who will present their research at upcoming Visiting Professor Lectures or special Institute lectures (Marsh lectures, Match lectures, etc.)

Class conduct: Each week, a student selects a recent, cutting edge paper, which is distributed to all graduate students and select faculty for presentation by the student the following week. Presentations must include background, a statement of the research question(s)/hypothesis, methods, results, conclusion, discussion (including its relationship to human health), weaknesses and future directions. Faculty members are present as facilitators of discussions.

Through attendance and participation in the journal club, students will be able to:
- Develop and demonstrate critical reading skills of research papers
- Develop and demonstrate presentation skills
- Evaluate current biomedical research literature
- Describe standard and novel methods used for scientific investigation
- Evaluate the hypothesis, study design, presentation of results, and statistical analyses
- Assess the implications of the research on human health
- Identify weaknesses in biomedical research studies
- Develop skills needed to facilitate group discussions with peers and faculty members

Assessment: Attendance (via sign-in) and participation in journal club sessions are mandatory (at least 80% attendance is required). Excused absences must be approved in advance.
Assessment: Students will be assessed based on their attendance, presentation(s), and participation in weekly classroom discussions.

Readings: Journal club readings will include current primary research papers, assigned weekly.
Visiting Professor Lecture Series, 1 credit

Course Leader: Nicholas Chiorazzi, MD
This course is held during the fall/early winter and late winter/spring semesters every year (students attend every semester); meets weekly for 1 hour.

Prerequisites: There are no prerequisites.

Overall purpose/objective: The Visiting Professor Lecture Series is for all faculty, students, fellows, trainees, and scientific staff of the Elmezzi Graduate School of Molecular Medicine, the Feinstein Institute, as well as physicians/clinicians of Northwell Health. Attendance and participation will expose students and attendees, to all areas of biomedical research presented by prominent scientists and clinicians in various fields of research, including (but not limited to): neurology/neuroscience, immunology, oncology, metabolism, and genetics. The purpose of these seminars is to invite experts in their field to share their current research with members of the Elmezzi School of Molecular Medicine and the Feinstein.

Class conduct: Each week, an invited guest who is an expert in their field of biomedical research presents their research. Seminars are followed by a 10min question/answer period.

Through attendance and participation in the Visiting Professor Lecture Series, students will be able to:
- Evaluate current biomedical research
- Describe standard and novel methods used for scientific investigation
- Assess the implications of the research on human health and disease pathogenesis

Assessment: Attendance (via sign-in) and participation in the seminar series are mandatory (at least 70% attendance is required to receive a passing grade). Assessment: Students will be assessed based on their attendance and participation.

Readings: Students are encouraged to read relevant research papers published by invited scientists. In addition, students are encouraged to present research papers by guest speakers at the weekly Journal Club sessions.
**Match Distinguished Visiting Scientist Day**

Each year, one or more outstanding scientists are invited to attend the Institute for a day. This visit includes a lecture and meetings with small groups of scientists and the graduate students. Visiting scientists have been:

1996 - William Paul  
1997 - Darwin Prockop  
1998 - Luc Montagnier  
1999 - Bruce Stillman  
2000 - Matthew Scharff  
2001 - Gunter Blobel  
2002 - Paul Greengard  
2003 - James Watson  
2004 - Peter Doherty  
2005 - Kary Mullis  
2006 - Paul Nurse  
2007 - Stanley Prusiner  
2008 - Michael Brown  
2009 - Andrew Fire  
2011 - Jack W. Szostak  
2012 - Harald zur Hausen  
2014 - David Baltimore  
2016 – Peter C. Agre  
2017 – James E. Rothman  
2018 – Douglas Wallace  

**Marsh Lecture Series**

2005 - Jan Andersson  
2006 - Charles A. Dinarello  
2007 – Elizabeth Blackburn  
2008 – Richard P. Lifton  
2009 – Shizuo Akira  
2009 – Fred H. Gage  
2010 – Klas Karre  
2010 – Laurie M. Glimcher  
2011 – Ralph M. Steinman  
2012 – Michael P. Stryker  
2012 – Tadatsuga Taniguchi  
2013 – Jeffrey M. Friedman  
2013 – Michael L. Dustin  
2014 – Richard A. Flavell  
2015 – Michael A. Schwartz  
2016 – Bruce R. Stillman  
2016 – Jennifer Doudna  
2017 – Rudolph L Leibl  
2017 – Ira Mellman  
2018 - Marc Feldman  
2018 – Ulf Andersson  
2018 - Douglas Wallace  
2019 – Győgy Buzsáki  

**The Feinstein Academy of Scholars Symposium**

2017 – Ronald DePinho, Dean Kamen, Dan R Littman, Matthew D Scharff, Charles Serhan, Carl Nathan, and Carla J Shatz,  
2018 – Mina Bissel, Barry Coller, Charles Dinarello, Bruce Stillman, Betty Diamond, Daniel Kastner, and Anthony Zador  

**Scientific Retreats of The Feinstein Institute for Medical Research**

The Institute holds a retreat approximately once per year. Scientific abstracts are submitted, and presented as either talks or posters. Graduate students are expected to submit an abstract each year.

**Workshop on Grantsmanship**

Organizer: Dr. Bettie Steinberg  
This workshop is conducted annually in two sessions, held on successive weeks. Each session is 2.5 hrs in length. Students will be required to attend the workshop at least once. Topics covered include Identifying Appropriate Funding Sources, Structure of a grant, Writing the Grant, and Pitfalls and Problems. Attendees submit a Specific Aims page for evaluation in the second session.

Participation should enable students to identify potential ideas that are suitable for grant development, learn the basics of grant writing and begin to learn the art of “grantsmanship”.
Facilities

The Elmezzi Graduate School is housed within the Boas Marks building of The Feinstein Institute for Medical Research, a 180,000 sq. ft building on the grounds of North Shore University Hospital. The Feinstein Institute also includes additional clinical and laboratory research space within the hospitals and ambulatory clinical offices of Northwell Health.

The Boas Marks building includes modern molecular biology laboratories, clinical research space, office space for faculty and graduate students, an AAALAC-accredited animal facility and administrative offices.

An important resource of the Institute, which enhances training in molecular medicine, is a Clinical Research Service (CRS) with facilities for both out-patient and in-patient translational and clinical studies, and support services such as assistance with regulatory oversight and coordination of clinical studies.

The medical libraries at North Shore University Hospital and LIJ Medical Center are available to Elmezzi students. The combined holdings of the two libraries consist of ~12,000 on-line journals and 39,200 books, monographs and print journal volumes. In addition, faculty have electronic access to the on-line journal holdings of the Donald and Barbara Zucker School of Medicine at Hofstra/Northwell, which thereby makes those journals available to the students. If the library does not have the materials needed, arrangements can be made for single usage for electronic journals or interlibrary loan within one business day at no charge, through a library consortium.

The Institute also provides several other key Core Facilities, which provide investigators at the Feinstein Institute for Medical Research with centralized, state-of-the-art technologies to support their research efforts.

Core Facilities

<table>
<thead>
<tr>
<th>Biorepository Core</th>
<th>System Imaging Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Biorepository Core collects, processes, stores and distributes large numbers of high quality research specimens quickly and efficiently using novel robotic technology and custom database software.</td>
<td>The System Imaging Core provides a facility for functional brain and body imaging of humans and animals using Positron emission tomography (PET) and fMRI. This core has its own cyclotron for generation of novel ligands for PET studies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cell and Molecular Biology Cores</th>
<th>Tissue Donation Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Cell and Molecular Biology Cores apply the techniques of molecular biology and biochemistry to research problems. These cores provide real-time PCR, flow cytometry and cell sorting, and microscopy (light, fluorescence and laser scanning confocal microscopy).</td>
<td>The unique Tissue Donation Program, with its own global IRB approval, facilitates the collection of high-quality de-identified clinical samples and provides access to both retrospective and prospective clinical information, facilitating translational research.</td>
</tr>
</tbody>
</table>

In addition, the Feinstein Institute has additional cores: the Animal Care and Research Program (ACRP), Biostatistics Unit, and Flow Cytometry Facility, and students and faculty have access to all core facilities at Cold Spring Harbor Labs through an affiliation.
Graduate School Faculty

The faculty of the Elmezzi Graduate School is drawn from investigators at The Feinstein Institute for Medical Research. Principal Investigators of research programs currently comprise the faculty of the Graduate School. Most faculty members also hold appointments in one or more of the clinical departments within the Northwell Health or the Zucker School of Medicine.

Students conduct their research under the direction of faculty within any of the scientific Centers of Excellence of the Feinstein Institute: Alzheimer’s Disease & Memory Disorders, Autoimmune, Musculoskeletal & Hematopoietic Diseases, Bioelectronic Medicine, Genomics & Human Genetics, Immunology & Inflammation, Molecular Innovation, Neuroscience, Oncology Research, Health Innovations and Outcomes Research, Pediatric Research, Psychiatric Neuroscience. Research interests of the faculty within these Centers include: mechanisms of pathogenesis in autoimmune diseases, T & B cell function in leukemia and lymphoma, cytokine biology; inflammatory cascades in sepsis, toxic shock and pulmonary disease; human papillomaviruses and tumorigenesis; signal transduction and tumor biology; tumor metastasis; breast, ovarian and brain cancer molecular pathobiology; thyroid hormones and cardiac function; genetics and molecular regulation of autoimmune diseases; Parkinson’s disease and other movement disorders; psychopharmacology; Schizophrenia; Alzheimer’s disease; bioelectronic medicine; and the genetics of neuropsychiatric disorders.

List of Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Degree</th>
<th>Email</th>
<th>Research Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Abed, Yousef</td>
<td>Professor</td>
<td>PhD</td>
<td><a href="mailto:yalabed@northwell.edu">yalabed@northwell.edu</a></td>
<td>Organic chemistry, drug development; bioelectronics medicine</td>
</tr>
<tr>
<td>Barnes, Betsy</td>
<td>Professor</td>
<td>PhD</td>
<td><a href="mailto:bbarnes1@northwell.edu">bbarnes1@northwell.edu</a></td>
<td>Autoimmune disease, breast cancer</td>
</tr>
<tr>
<td>Blanc, Lionel</td>
<td>Associate</td>
<td>PhD</td>
<td><a href="mailto:lblanc@northwell.edu">lblanc@northwell.edu</a></td>
<td>Hematopoiesis, Sickle cell anemia</td>
</tr>
<tr>
<td>Bloom, Ona</td>
<td>Associate</td>
<td>PhD</td>
<td><a href="mailto:obloom@northwell.edu">obloom@northwell.edu</a></td>
<td>Spinal cord injury</td>
</tr>
<tr>
<td>Bonagura, Vincent</td>
<td>Professor</td>
<td>MD</td>
<td><a href="mailto:vbonagura@northwell.edu">vbonagura@northwell.edu</a></td>
<td>Allergy, immunology, immunodeficiency</td>
</tr>
<tr>
<td>Bouton, Chad</td>
<td>Professor</td>
<td></td>
<td><a href="mailto:cbouton@northwell.edu">cbouton@northwell.edu</a></td>
<td>Bioelectronic medicine</td>
</tr>
<tr>
<td>Chavan, Sangeeta</td>
<td>Professor</td>
<td>PhD</td>
<td><a href="mailto:schavan@northwell.edu">schavan@northwell.edu</a></td>
<td>Sepsis, mechanisms by which neurons control inflammation</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Degree</td>
<td>Email</td>
<td>Research Areas</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------</td>
<td>--------</td>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Chiorazzi, Nicholas</td>
<td>Professor</td>
<td>MD</td>
<td><a href="mailto:nchizzi@northwell.edu">nchizzi@northwell.edu</a></td>
<td>Chronic Lymphocytic Leukemia</td>
</tr>
<tr>
<td>Cornblatt, Barbara</td>
<td>Professor</td>
<td>PhD</td>
<td><a href="mailto:bcornblatt@northwell.edu">bcornblatt@northwell.edu</a></td>
<td>Early identification and treatment of individuals at risk for psychiatric disease</td>
</tr>
<tr>
<td>Davidson, Anne</td>
<td>Professor</td>
<td>MBBS</td>
<td><a href="mailto:adavidson1@northwell.edu">adavidson1@northwell.edu</a></td>
<td>Autoimmune disease, lupus nephritis</td>
</tr>
<tr>
<td>Davies, Peter</td>
<td>Professor</td>
<td>PhD</td>
<td><a href="mailto:pdavies@northwell.edu">pdavies@northwell.edu</a></td>
<td>Alzheimer’s disease &amp; memory disorders</td>
</tr>
<tr>
<td>Diamond, Betty</td>
<td>Professor</td>
<td>MD</td>
<td><a href="mailto:bdiamond@northwell.edu">bdiamond@northwell.edu</a></td>
<td>Autoimmune disease, lupus, neuropsychiatric lupus, autism</td>
</tr>
<tr>
<td>Ditta-Chaudhury, Timir</td>
<td>Assistant Professor</td>
<td>PhD</td>
<td><a href="mailto:tdatta@northwell.edu">tdatta@northwell.edu</a></td>
<td>Bioelectronic medicine</td>
</tr>
<tr>
<td>Eidelberg, David</td>
<td>Professor</td>
<td>MD</td>
<td><a href="mailto:deidelbe@northwell.edu">deidelbe@northwell.edu</a></td>
<td>Parkinson’s disease, movement disorders</td>
</tr>
<tr>
<td>Grande, Daniel</td>
<td>Associate Professor</td>
<td>PhD</td>
<td><a href="mailto:dgrande@northwell.edu">dgrande@northwell.edu</a></td>
<td>Cartilage and tendon repair, 3-D printing</td>
</tr>
<tr>
<td>Gregersen, Peter</td>
<td>Professor</td>
<td>MD</td>
<td><a href="mailto:pgregers@northwell.edu">pgregers@northwell.edu</a></td>
<td>Genetics of autoimmune disease, genetics of immune responses</td>
</tr>
<tr>
<td>Huerta, Patricio</td>
<td>Associate Professor</td>
<td>PhD</td>
<td><a href="mailto:phuerta@northwell.edu">phuerta@northwell.edu</a></td>
<td>Neural immune networks and cognitive behavior</td>
</tr>
<tr>
<td>Kane, John</td>
<td>Professor</td>
<td>MD</td>
<td><a href="mailto:jkane@northwell.edu">jkane@northwell.edu</a></td>
<td>Psychiatric neuroscience and intervention research</td>
</tr>
<tr>
<td>Lee, Annette</td>
<td>Associate Professor</td>
<td>PhD</td>
<td><a href="mailto:alee@northwell.edu">alee@northwell.edu</a></td>
<td>Genetics and biomarkers of breast and ovarian cancer</td>
</tr>
<tr>
<td>Lesser, Martin</td>
<td>Professor</td>
<td>PhD</td>
<td><a href="mailto:mlesser@northwell.edu">mlesser@northwell.edu</a></td>
<td>Biostatistics</td>
</tr>
<tr>
<td>Lipton, Jeffrey</td>
<td>Professor</td>
<td>PhD, MD</td>
<td><a href="mailto:jlipton@northwell.edu">jlipton@northwell.edu</a></td>
<td>Genetics and pathophysiology of Diamond Blackfan anemia</td>
</tr>
<tr>
<td>Liu, Johnson</td>
<td>Associate Professor</td>
<td>MD</td>
<td><a href="mailto:jliu3@northwell.edu">jliu3@northwell.edu</a></td>
<td>Molecular basis of hematopoietic stem cell disorders</td>
</tr>
<tr>
<td>Mackay, Meggan</td>
<td>Professor</td>
<td>MS, MD</td>
<td><a href="mailto:mmackay@northwell.edu">mmackay@northwell.edu</a></td>
<td>Autoimmune diseases, systemic lupus erythematosus</td>
</tr>
<tr>
<td>Malhotra, Anil</td>
<td>Professor</td>
<td>MD</td>
<td><a href="mailto:amalhotra@northwell.edu">amalhotra@northwell.edu</a></td>
<td>Biological basis of schizophrenia</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Degree</td>
<td>Email</td>
<td>Research Areas</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------</td>
<td>--------</td>
<td>------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Marambaud, Philippe</td>
<td>Associate Professor</td>
<td>PhD</td>
<td><a href="mailto:pmaramba@northwell.edu">pmaramba@northwell.edu</a></td>
<td>Alzheimer’s disease, Hereditary Hemorrhagic Telangiectasia (HHT)</td>
</tr>
<tr>
<td>McGinn, Thomas</td>
<td>Professor</td>
<td>MD, MPH</td>
<td><a href="mailto:tmcginn@northwell.edu">tmcginn@northwell.edu</a></td>
<td>Evidence-based medicine; outcomes research</td>
</tr>
<tr>
<td>Metz, Christine</td>
<td>Professor</td>
<td>PhD</td>
<td><a href="mailto:cmetz@northwell.edu">cmetz@northwell.edu</a></td>
<td>Inflammation in pregnancy; acute kidney injury</td>
</tr>
<tr>
<td>Pavlov, Valentin</td>
<td>Professor</td>
<td>PhD</td>
<td><a href="mailto:vpavlov@northwell.edu">vpavlov@northwell.edu</a></td>
<td>Regulation of inflammation by the nervous system</td>
</tr>
<tr>
<td>Robinson, Delbert</td>
<td>Associate Professor</td>
<td>PhD</td>
<td><a href="mailto:drobins@northwell.edu">drobins@northwell.edu</a></td>
<td>Schizophrenia, first episode and relapse</td>
</tr>
<tr>
<td>Roth, Jesse</td>
<td>Professor</td>
<td>MD</td>
<td><a href="mailto:jroth2@northwell.edu">jroth2@northwell.edu</a></td>
<td>Diabetes and metabolic disease</td>
</tr>
<tr>
<td>Ruggieri, Maria</td>
<td>Associate Professor</td>
<td>PhD</td>
<td><a href="mailto:mruggier@northwell.edu">mruggier@northwell.edu</a></td>
<td>Brain tumors (glioblastoma and medulloblastoma), resistance to radiotherapy</td>
</tr>
<tr>
<td>Santiago-Schwarz, Frances</td>
<td>Professor</td>
<td>PhD</td>
<td><a href="mailto:fsantiago1@northwell.edu">fsantiago1@northwell.edu</a></td>
<td>Autoimmune disease, dendritic cells</td>
</tr>
<tr>
<td>Sherry, Barbara</td>
<td>Professor</td>
<td>PhD</td>
<td><a href="mailto:bsherry@northwell.edu">bsherry@northwell.edu</a></td>
<td>Regulation of chemokine and chemokine receptor signaling in in sepsis and chronic lymphocytic leukemia</td>
</tr>
<tr>
<td>Singhal, Pravin C.</td>
<td>Professor</td>
<td>MD</td>
<td><a href="mailto:psinghal@northwell.edu">psinghal@northwell.edu</a></td>
<td>Acute and chronic kidney disease, HIV-associated nephropathy (HIVAN)</td>
</tr>
<tr>
<td>Steinberg, Bettie</td>
<td>Professor</td>
<td>PhD</td>
<td><a href="mailto:bsteinbe@northwell.edu">bsteinbe@northwell.edu</a></td>
<td>Human papillomaviruses, host immune/tumor interactions</td>
</tr>
<tr>
<td>Symons, Marc</td>
<td>Professor</td>
<td>PhD</td>
<td><a href="mailto:msymons@northwell.edu">msymons@northwell.edu</a></td>
<td>Brain tumors, tumor cell invasion and survival</td>
</tr>
<tr>
<td>Tracey, Kevin</td>
<td>Professor</td>
<td>MD</td>
<td><a href="mailto:traceyk@northwell.edu">traceyk@northwell.edu</a></td>
<td>Mechanisms by which neurons control the immune system; bioelectronics medicine</td>
</tr>
<tr>
<td>Volpe, Bruce</td>
<td>Professor</td>
<td>MD</td>
<td><a href="mailto:bvolpe1@northwell.edu">bvolpe1@northwell.edu</a></td>
<td>Stroke recovery and rehabilitation</td>
</tr>
<tr>
<td>Wang, Haichao</td>
<td>Professor</td>
<td>PhD</td>
<td><a href="mailto:hwang@northwell.edu">hwang@northwell.edu</a></td>
<td>Identification of novel therapeutic targets for treating inflammation</td>
</tr>
</tbody>
</table>
Wang, Ping  Professor  MD  pwang@northwell.edu  Prevention of sepsis progression, organ injury and septic shock

Yang, Weng Lang  Professor  PhD  wlyang@northwell.edu  Cellular responses to injury and developing therapeutic agents for preventing/ treating organ failure

Zanos, Theodoros  Assistant Professor  PhD  tzanos@northwell.edu  Bioelectronic medicine

Admissions Requirements

The Elmezzi Graduate School of Molecular Medicine is specifically intended for a select group of medical school graduates who are highly qualified, have already demonstrated interest in clinical and/or basic research, and are motivated to pursue a research career that embraces both the basic and clinical biomedical sciences. The Elmezzi Graduate School admissions process considers both conventional graduate school admissions criteria, such as academic record, as well as the special abilities required to complete this ambitious program. Acceptance will be determined by the admissions committee based on the application, letters of recommendation, previous research experience and an interview.

Completed applications are accepted through February 15th via an online portal: https://fimr.northwell.edu/elmezzi/. Interviews are conducted in March; acceptance decisions are typically announced before April 15th. Applicants to the Elmezzi Graduate School of Molecular Medicine should have an earned doctorate in medicine from an accredited American or International medical school within the past 8 years, and desire advanced scientific research training. All applicants are expected to have mastered advanced courses in biochemistry, chemistry and human biology, and be well versed in supporting disciplines such as mathematics and physics before entering the program. MCAT and USMLE scores are required as part of the admission materials for all graduates of US medical schools. USMLE Step 1 and Step 2 scores are required as part of the admission materials for graduates of non-US medical schools.

The Elmezzi Graduate School strives to locate and attract individuals from underrepresented minorities and encourages members of underrepresented minorities to apply to its doctoral program. The faculty and graduate program administrators provide mentoring and guidance to ensure the successful progress of all students.

In accordance with its commitment to support equality of opportunity for all, the Elmezzi Graduate School of Molecular Medicine prohibits discrimination on the basis of age, color, religion, sex, race, national or ethnic origin, disability, marital status or sexual preference.
Application Process

A. Completion of the online application form (https://fimr.northwell.edu/elmezzi/)
B. A current curriculum vitae that thoroughly describes the applicant’s academic history, clinical experience, research qualifications and a list of any publications, immediate and long-term career goals
C. Official transcripts of all medical school and post-medical school studies
D. Record of the scores on MCAT and USMLE step exams (graduates of US medical schools). USMLE scores are required as part of the admission materials for graduates of non-US medical schools.
E. Confidential letters of recommendation from at least three (3) sponsors, one of which must be from a mentor from a research or clinical setting. A letter from the Dean of the applicant’s medical school is also encouraged
F. Interview with the Admissions Committee

The Admissions Committee uses a number of criteria to evaluate and select applicants for admission to The Elmezzi Graduate School. The program is designed for a small group of highly qualified medical school graduates who have decided to pursue careers in disease-oriented and translational research. The strongest applicants have completed advanced education in biochemistry, chemistry and human biology, and a working knowledge of mathematics and physics. In addition to their academic record in medical school, MCAT scores, USMLE scores, and letters of recommendation, applicants are evaluated on clinical and research accomplishments and their demonstrated commitment to scientific research. Promising candidates are invited for a personal interview to discuss his or her research interests and plans. The selection process is uniformly applied to all applicants without discrimination on the basis of age, color, religion, sex, race, national or ethnic origin, disability, marital status or sexual preference.

Tuition/Financial Support/Costs

All students in the Elmezzi Graduate School are employees of Northwell Health, holding the title of Elmezzi Scholar. Students are provided with a starting salary of $70,000 plus fringe, which includes health insurance and reasonable paid personal time off.

There is no tuition or fees for students admitted into the Elmezzi Graduate School for Molecular Medicine. Text books are made available in the Student Reading Room. Room and board are not provided. Rental housing in the local area generally ranges between $1,200 and $3,000/month for a studio, 1 bedroom and 2 bedroom apartments. Other living expenses including meals and transportation are approximately $1,000/month.

If a student withdraws from the program, either voluntarily or involuntarily, their salary ends effective on their last day as a student. There is no reimbursement of any costs incurred by the student in relation to their participation in the program. All students are employees of Northwell Health, therefore the Human Resources policy of “Termination of Employment: Voluntary, Involuntary” applies.
Assessment of Academic Competence and Progress

Research Advisor

A key aspect of the Graduate Program is the establishment of a productive association between the student and a research advisor. The research advisor not only guides the student in conducting the body of research for the thesis, but also helps to ensure that the student is also broadly educated in the field of biomedical research. Each student, upon determining an area in which to initiate thesis work, will enlist the formal agreement of an appropriate faculty member to serve as research advisor. Faculty members are not assigned to act as research advisors, nor are students placed into faculty laboratories. Typically, there is a single advisor for a student, but depending on the interdisciplinary nature of the proposed thesis project, co-advisors may be recommended.

In many cases, graduate students arrive at the Elmezzi Graduate School of Molecular Medicine with knowledge of the laboratory they will be joining to undertake their graduate research work. However, some students arrive at the Elmezzi School of Molecular Medicine without knowing which laboratory or Center they will join. These Elmezzi students will meet with various faculty members to discuss research opportunities in their laboratories. If the faculty member and student agree, the student will complete a 2-4 week lab rotation. New students are encouraged to take up to three laboratory rotations. During each rotation, students will learn about the research projects in the lab, participate directly in ongoing research projects, learn new laboratory techniques, work with laboratory members, and interact with laboratory heads. At the end of the rotation, the student and faculty will meet to discuss their decisions.

Graduate Advisory Committee

A Graduate Advisory Committee is convened for each student during their first 6-8 months of the program. In addition to their Research Advisor, the committee is composed of at least three (3) members of the faculty, chosen in accordance with the research interests of the student. The committee will monitor the progress of the student throughout his/her academic program. The first meeting of the Graduate Committee is scheduled by the Associate Dean. Students must meet formally with their Graduate Committee at least twice annually to present progress reports and an update on research activities. The committee Chairperson submits a written report, which is distributed to the student and all committee members, as well as the Dean and Associate Dean, summarizing the meeting and future expectations; each summary becomes part of the student’s graduate record.

Academic Requirements

All students must have a minimum of three years of full-time enrollment in residence at the Elmezzi Graduate School of Molecular Medicine. Typically students complete their graduate studies within 3-3½ years. Anticipation of additional time to complete graduation requirements needs to be petitioned and approved by the thesis committee and Dean. Any exception to the full-time requirement must be approved by the Dean of the School. Due to the unique nature of the graduate classes, all academic course work must be completed at the Graduate School. Transfer credits are not accepted. If unusual circumstances require a student to request a temporary leave
of absence for personal reasons or for requirements by a joint program with a Medical Fellowship training program, such leave will be granted by the Dean of the School. The annual salary and benefits do not apply if the student is not in residence.

Each student will prepare a hypothesis-driven research proposal in the form of a fellowship grant application within 6-8 months of their first year of study. This proposal will be submitted to the Graduate Advisory Committee for evaluation, followed by oral presentation, questioning and approval, which will constitute the Qualifying Examination.

Students are expected to satisfactorily participate fully in courses and seminars. Each student will submit an abstract for presentation for the Research Retreats of the Institute.

Students expecting to complete their thesis and graduate during a given academic year must initiate a Thesis Committee approximately 8 months prior to the planned date for the formal thesis defense. The Thesis Committee includes the student’s advisor, the Graduate Advisory Committee and an outside examiner. The selection of the outside examiner, to be made by the student and the student’s advisor, must be approved by the Dean and the Chair of the Advisory Committee. The Thesis Committee will set a date for the presentation and defense of the thesis. This thesis can be, in part, a compilation of published manuscripts with the student either an author or co-author. Each student must have at least one first author manuscript describing their original research submitted for publication in a peer-reviewed journal before graduation (see Appendix C for specific guidelines).

The degree of Doctor of Philosophy in Molecular Medicine (HEGIS code 0499.00) is granted to the successful Ph.D. candidate following completion of the academic requirements, presentation of the thesis research in a public lecture, satisfactory thesis defense by formal oral examination before the Thesis Committee, and submission and acceptance of a final bound copy of the complete dissertation. It is the policy of the Graduate School of Molecular Medicine to withhold diplomas until all requirements for the degree of Doctor of Philosophy have been satisfactorily fulfilled and accepted by all members of the candidate’s respective Thesis Committee and the Dean.

**Academic Evaluations**

Course Leaders and instructors of the individual academic courses, together with the Dean, are responsible for program administration and assessment of academic competence based on the student’s participation and performance. Students will be assessed during and at the end of each course. Academic assessments will be recorded on a pass/fail basis, along with instructor’s comments, which will become part of the student’s permanent graduate record. Detailed information about the Policy on Student records is attached as Appendix A. Copies of the record will be made available to the student and the respective Graduate Advisory Committee. The basis of assessment depends on the individual instructor and may be based on examinations and/or on the student’s participation and presentation of course topics. Students are evaluated on an individual basis. For some courses and seminars, there is no conventional grading to evaluate the academic progress of a student. Rather, each student is evaluated based on attendance and participation in conjunction with the meetings of the Graduate Advisory Committee. In preparing its semi-annual report, the Graduate Advisory Committee will consider the written reports of faculty members who have conducted courses or seminars, supervised in research, or otherwise
taken part in guidance and training of each student. These confidential reports are part of the student’s permanent academic record, and are available for inspection by the student upon written request. The Graduate Advisory Committee also evaluates and approves the research proposal and oral defense that constitutes the Qualifying Examination.

In the unusual event that termination of a student’s appointment must be considered for academic reasons, a special committee will be formed to review the student’s performance for possible remedial action. This committee will include the Dean, a representative from the Graduate Advisory Committee, and one other faculty member from the Elmezzi Graduate School. The student may choose the third member of the committee if they so wish. The student’s performance will be reviewed and discussed and a written report issued to the student summarizing the committee’s recommendations. Typically, a probationary period will be designated, during which the student will be expected to rectify the problems. At the end of this period, the committee will reconvene to assess the student’s performance and reevaluate his or her status.

Other Academic Training and Professional Development Opportunities

To enhance their careers as well as to provide support for the graduate school, eligible students are encouraged to submit proposals to outside funding agencies that provide training grants, such as the National Institutes of Health (NIH) Ruth Kirschstein Individual Research Training Grant. Receipt of an award is not a requirement of the program, but students receiving such an award will have additional recognition of excellence.

The Young Investigators Society at the Feinstein Institute is an academic association of research trainees in the basic science/translational research programs of Northwell Health. The Young Investigators Society meets once a week at the Institute to engage in a variety of career related activities. They often invite internal or external experts to discuss inspiring research or topics surrounding career development. They also engage in team-building activities and explore different career paths and methods to improve as a scientist. The ultimate goal of the Young Investigators Society is twofold – to provide an environment that is designed to promote networking and foster career development and to enhance the visibility of the Institute through the success of its research trainees.

Other programs include: Public Research Education Program (PREP courses), Navigating Clinical Research, REDCap Overview Class, e-Learning Research Courses and various classes/courses taught throughout the year at the Northwell Health Center for Learning Innovation.

Student Retention, Graduation Rates and Outcomes

As of June 2018 the retention rate for Elmezzi graduate students was approximately 85%. Currently, 95% of Elmezzi graduates have remained in academic medicine or have continued research activities at a research institution or entity. To date, placement and employment rates are 100% among Elmezzi graduates. For further detailed information about Elmezzi graduates please visit our website (https://www.feinsteininstitute.org/education-careers/education/the-elmezzi-graduate-school-of-molecular-medicine/our-alumni/).
Redress of Grievances and Handling of Complaints

In the event that students have any complaints or grievances related to their academic program, the functioning of the Elmezzi Graduate School, or any other issues (with the exception of sexual harassment, relationship violence, sexual misconduct or other similar issue), the following steps should be taken to address the problem.

1. Discuss the problem with a member of the faculty or with the student’s mentor. Resolve the problem in this way if possible.

2. If the problem cannot be resolved, or the student is uncomfortable discussing the problem with the faculty member, the problem should be brought to the attention of the Dean’s office. This can be done verbally or in writing. Within five (5) business days, a meeting will then be scheduled between the Dean and any individuals involved, including the student if they so wish, to investigate the problem and determine an appropriate solution.

3. If the problem remains, the student should bring it to the Provost or President of the Graduate School, who will meet with the Dean and any other appropriate individuals to resolve the situation within five (5) business days.

4. If none of the steps defined above resolve the problem, students have access to the Human Resources department of Northwell Health, which has a formal complaint and grievance process. This process could take up to 30 days.

5. If none of the steps defined above resolve the problem, students can file a complaint with New York State:

   New York State Board of Regents and the Commissioner of Education  
   89 Washington Avenue  
   Albany, New York 12234  
   518-474-1551

For issues related to sexual harassment or assault, relationship violence, sexual misconduct or other related matters, the student should follow the procedures described in detail in the Student Policy Prohibiting Sexual Harassment, Relationship Violence and Sexual Misconduct, provided in Appendix B. Briefly, we encourage students who have experienced sexual misconduct, relationship violence, or sexual harassment or students who have knowledge of such a situation, to talk to someone in the school about what happened – so students can get the support they need, and so the school can appropriately respond. The person to whom the student talks can be the Title IX Coordinator for Student Issues, Kathleen McGill, the Dean or Associate Dean, or a Corporate Security officer. If the student wishes the issue to remain strictly confidential they can report the incident to counselors in the Northwell Employee and Family Assistance Program (“EAP”) who are required to maintain confidentiality and will not share information with school administration or other parties.

In addition to the special policies and procedures that relate to the Ph.D. program, each student is also an employee of The Feinstein Institute for Medical Research, Northwell Health. Correspondingly, each student is subject to the Policies and Procedures of Northwell Health and the Feinstein Institute for Medical Research, which stress excellence at all levels and adherence to the highest ethical principles in the conduct of research and the communication of results. For issues such as health care benefits, holidays and personal days, sick leave, short-term disability,
and infractions of personnel rules such as smoking regulations, use of alcohol on premises, harassment in any form, disciplinary action and grievance procedures, students should refer to the Policies and Procedures Guide of Northwell Health.

No retaliatory action will be taken against any students because of disclosure of information.

**Security and Crime Reporting**

The Elmezzi Graduate School does not have a separate campus. The offices of the Elmezzi Graduate School and the offices and laboratories of The Feinstein Institute for Medical Research are located on the grounds of North Shore University Hospital. All aspects of security, including public order, safety and protection against crimes including assaults are provided by the Security Officers of the hospitals. As all graduate students are employees of Northwell Health, they are also governed by the Human Resources policies of Northwell Health regarding bias crimes including harassment and discrimination, sexual harassment, and protection from sexual assault or violence in the workplace.

In the event that the student is a victim of, or a witness to verbal abuse, physical violence, assault or any other crime or security incident, the student should report the incident immediately to the Security Officer of the Feinstein Institute, their supervisor, administration of the Graduate School or the Institute, or to the main Security Office in the hospital. For information on crime statistics within the Institute facilities, students can contact the Provost (Dr. Bettie Steinberg, at 516-562-1159) or the President of the Institute (Dr. Kevin J. Tracey, at 516-562-2813).

**The Code of Ethical Conduct**

The Code of Ethical Conduct and the associated Northwell Health policies and procedures apply to all students of the Elmezzi Graduate School of Molecular Medicine. The Code reflects Northwell Health’s core values which are:

- Patient and member experience- Always put our patients and members first
- Integrity – Be professional, honest and protect privacy
- Teamwork – Work together and communicate effectively
- Innovation- Initiate change and promote creativity
- Caring – Be compassionate, respectful and supportive
- Excellence – Pursue greatness with passion and promote quality

The Elmezzi Graduate School is in compliance with all aspects of Title IX, including the policies and procedures to prevent and respond to gender discrimination, sexual harassment, and sexual violence. The Student Policy Prohibiting Sexual Harassment, Relationship Violence and Sexual Misconduct is attached as Appendix B.
For details of the Northwell Health Code of Ethical Conduct please see https://www.northwell.edu/sites/northwell/files/20012%20New%20branding%20of%20Code%20of%20Ethical%20Conduct_vers6_0.pdf

Any student who violates the Code or related policies and procedures will be subject to disciplinary action. The discipline imposed will be determined on a case-by-case basis and will depend upon the nature, severity and frequency of the violation.
APPENDIX A
Policy Guidelines and Procedures Governing
Student Education Records
Policy Guidelines and Procedures Governing Student Education Records

I. Purpose

The Elmezzi Graduate School of Molecular Medicine (Institution), which is a part of The Feinstein Institute for Medical Research, Northwell Health, maintains individual records and information about students for the purpose of providing educational and personal services to its students (Student Education Records). It is Institution policy to comply fully with federal statutes and regulations regarding the confidentiality of student educational records. As required by the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, the following guidelines and procedures are intended to ensure the confidentiality of Student Education Records, to establish the right of students to inspect and review their Education Records, to clarify the circumstances under which Student Education Records may be released to third parties, and to establish the appropriate procedures to be followed by students for the correction of inaccurate or misleading data within their Education Records. Notice is given of rights and responsibilities of students under this policy in the Student Handbook presented to students at enrollment/onboarding, and annually thereafter. A copy of the policy is also available on the Elmezzi web site.

II. Education Records

A permanent file (the Academic Record) is created for each student upon matriculation to the Elmezzi Graduate School. This file generally contains the student’s application, permanent and local addresses, admissions records, enrollment status, course grades, reports and evaluations, completion of requirements and progress toward the degree, records of disciplinary actions, letters of recommendation, and other correspondence with or concerning the student. The transcript is the official record of a student’s courses grades, and credits earned toward a degree. When a student graduates, his or her file is maintained for permanent storage. All contents of the file are the property of Institution, and will not be returned or forwarded to another party except as noted below.

Counseling, medical, and pre-matriculation records are not Education Records and, further, Education Records do not include records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record; records of the law enforcement unit of Institution; and records on a student, that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity, are made, maintained, or used only in connection with treatment of the student and disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include activities that are part of the program of instruction at Institution.
A. Access to Records and Amendment of Records

Access to the Education Record file is governed by FERPA, which affords eligible students (a student who is 18 years of age or older or who attends a postsecondary institution) certain rights with respect to their Education Record. These rights include:

1. The right to inspect and review the student’s Education Records within 45 days after the day Institution receives a request for access.

2. The right to request the amendment of the student’s Education Records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

3. The right to provide written consent before Institution discloses personally identifiable information (PII) from the student’s Education Records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Institution to comply with the requirements of FERPA.

Since the Education Record is a permanent record of a student’s academic performance, it must be correct. A student should submit to the Office of the Dean, Head of the Center of Excellence, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The official will make arrangements for access and notify the student of the time and place where the records may be inspected. If a student believes that any of the Education Records relating to her or him contain information that is inaccurate, misleading, or in violation of her or his rights of privacy, she or he may ask Institution to correct or delete such information by contacting the Office of the Dean in writing. The student may also ask that additional explanatory material be inserted in the Education Record.

Students may not inspect and review the following kinds of records: confidential letters and recommendations with respect to admissions, applications for employment, or receipt of an honor or honorary recognition, provided the students have waived their rights of inspection and a review; Education Records which contain information about more than one student, in which case access only to that part of the Record which pertains to the inquiring student will be permitted.

If a request to amend Education Records is refused, the student shall be so informed and shall be advised of the right to a hearing and the procedure to follow to obtain said hearing:

1. **Request for Hearing**: If the student wishes to exercise his/her right to the hearing, he/she shall, within ten (10) days following receipt of right-to-hearing notice, submit to the Center Head a written request for a hearing.

2. **Notice of Hearing**: The student will be given written notice sent to his/her last known address of the time and place of such hearing not less than ten (10) days in advance.

3. **Hearing Attendees**: The hearing will be conducted by an Institution administrative representative who does not have a direct interest in the outcome and a panel consisting of two (2) students and two (2) faculty members (Records Hearing Panel). The student shall
have the right to attend the hearing; to be accompanied by one or more individuals of
his/her choice at his/her own expense, including an attorney; to present evidence; and to
call witnesses on his/her behalf. If the student chooses to have an attorney present, he/she
must notify the hearing officer no later than three (3) days prior to the hearing. The role of
an attorney in the hearing process is limited to advising his/her client and, in no event,
shall he/she have a speaking part in the proceedings.

4. **Notice of Hearing Outcome:** The student shall be notified in writing of the Panel’s
decision within ten (10) days following the close of the hearing. The decision of the
Records Hearing Panel is final.

5. **Decision:** The decision shall be based solely on the evidence presented at the hearing and
shall include a summary of the evidence and reasons for the decision. If, as a result of a
hearing, the Records Hearing Panel decides that the information challenged is inaccurate,
 misleading, or otherwise in violation of the privacy or other rights of the student,
Institution shall amend the Education Records of the student and so inform the student. If
the Records Hearing Panel decides the information is not inaccurate, misleading, or
otherwise in violation of the privacy or other rights of the student, the Office of the Dean
shall inform the student of the right to place in the education records a statement
commenting upon the information in the Education Records and/or setting forth any
reasons for disagreeing with the decision of Institution. Such comment or explanation by
the student shall be maintained, and, if the Education Records or the contested portion
thereof is disclosed by Institution to anyone, the explanation also shall be disclosed.

**Exception:** A hearing may not be requested by a student to contest the assignment of a grade;
however, a hearing may be requested to contest whether or not the assigned grade was
recorded accurately in the Education Record of the student.

Access to individual student files is normally restricted to official academic advisors, the Provost,
Dean and Associate Dean, and staff who assist the Deans in carrying out official functions. One
exception is disclosure to school officials with legitimate educational interests. A school official
is a person employed by Institution or the parent Feinstein Institute in an administrative,
supervisory, academic or research, or support staff position; or a student serving on an official
committee, such as a Records Hearing Panel. An Institution official has a legitimate educational
interest if the official needs to review an Education Record in order to fulfill his or her
professional responsibility.

A student who believes there has been a violation of the provisions of FERPA may file a
complaint with the Family Policy Compliance Office of the U.S. Department of Education:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Complaints must contain specific allegations of fact giving reasonable cause to believe that a
violation of FERPA has occurred.
B. Disclosure of Personally Identifiable Information

Prior consent of the student is not needed for disclosure of Directory Information (defined below) or for disclosure of a student’s Educational Record to Institution officials with a legitimate educational interest in the Record. An Institution official is a person employed by Institution, the Feinstein Institute or Northwell Health in an administrative, supervisory, academic or research, or support staff capacity (including law enforcement unit personnel and health staff); a person or company with whom Institution has contracted (such as an attorney or auditor); a person serving on an accreditation board. In addition, personally identifiable information may be released in connection with state-wide longitudinal data systems requests.

Not all information related to students is defined as Education Records under FERPA. For example, law enforcement records, medical records, and alumni records are not accessible as Education Records. Education Record information may be released, moreover, under specified circumstances, and Institution reserves the right to release student record information without the student’s prior permission as authorized by FERPA. For example, a student’s consent is not required in the case of a health or safety emergency.

FERPA may permit the release of certain disciplinary information without the student’s consent, such as the final disciplinary results of a crime of violence committed by a student. In addition, FERPA permits student record information to be released without prior approval to testing agencies, accrediting organizations, victims of crimes of violence or non-forcible sex offenses, designated officials of the federal government or state government, or to individuals with a judicial order or lawfully issued subpoena. To request a copy of the final results of a disciplinary proceeding against a student who committed a violent offense, the victim of the offense should contact the Office of the Dean.

Directory Information consists of information that is generally not considered harmful or an invasion of privacy if publicly available. Directory Information is considered public and may be released without the student’s written permission; however, specific Directory Information cannot be released if the student has restricted access to it by so advising the Office of the Dean in writing. Former students may restrict address and telephone number. A request to restrict Directory Information will remain in effect until revoked by the student in writing.

The following are designated as Directory Information at the Elmezzi Graduate School:

- Primary Name
- Preferred Name
- Home Address
- Local Address (if different)
- Currently Enrolled
- Institution E-Mail Address
- Personal E-mail Address
- Home Phone
- Cell Phone
- Degree Received
- Dates of Attendance
- Photograph
Directory Information may be disclosed for any purpose, at the discretion of Institution, except as provided below. Under federal law, address information, telephone listings, and date and place of birth are also considered Directory Information for military recruitment purposes. In this instance, address refers to “physical mailing address” but not e-mail address.

If a student does not specifically restrict access to Directory Information by notifying the Office of the Dean as indicated above, Institution will assume student approval of disclosure of such information.

C. Transcripts

Student transcripts are considered to be an official and essential student record. The transcript includes a complete record of the student’s academic history at The Elmezzi Graduate School, including disciplinary and academic notations. The transcript may include other forms of personally identifiable information (as defined by Institution in accord with FERPA).

Given the importance of the transcript, and the importance of safeguarding student data, a transcript may be released only when properly authorized by the student, and when there is a clear indication that the student is permitting the sharing of transcript information with a third party. Institution is obligated to use means that may ensure that the recipient of Education Records or the person who requests records is the authorized or intended recipient or sender according to federal law (99.31c Identification and authentication of identity), FERPA requirements and the best practices established by the U.S. Department of Education for safeguarding student information.

(1) Obtaining a Transcript

A student wishing to have a transcript sent to another institution or to an employer can request one in writing through the Office of the Dean. Institution will not release transcripts to third parties (including other colleges and universities) using a third party form or process except where it has been pre-approved by contract or agreement or where it is provided for under federal law (example: U.S. Government agencies). The student must provide a signed request to have a transcript sent to the third party. A transcript bearing the official seal of the Elmezzi Graduate School and the signature of the Dean is forwarded directly to the institution or person specified by the student, assuming there is no outstanding financial commitment from the student to the school. There is no fee for official transcripts. A student may also request and receive an unofficial transcript for the student’s own purposes. The unofficial transcript should not be used in lieu of an official transcript for the purposes of admission or employment.

Institution does not include with the transcript attorney’s records/letters, doctor’s records/letters, recommendation letters, letters developed by the student, or other items that are not used to facilitate the delivery of required information to the receiver. Institution cannot provide copies of records from other institutions for official use. For example, Institution cannot provide the student, an employer, or another agency (except where we are required by law or legal order) with a transcript or record from another institution that was submitted to Elmezzi. Students should
request official documents directly from their source. Generally employers, academic institutions and agencies will only accept original, official documents from the source.

(2) Transcript Notations

A number of additional items may be added to the student’s transcript in addition to courses completed and grades received. The following information is included to provide students with a succinct guide to notation policies, and may not be exhaustive.

General academic notations:

- The title of the graduate thesis and date of submission of the final thesis will be added, when directed by the Office of the Dean, in recognition of completion of all graduation requirements.
- Education Workshops attended by the student that are not official courses, such as the PREP Grantsmanship workshop, will be included as notations on the academic transcript.
- Special awards or honors received by the student.

Academic Integrity Notations

- In cases where the Provost or Dean suspends or dismisses a student due to an academic integrity violation, a notation that the student has violated the policy on academic dishonesty will be placed on the transcript. After one year has elapsed, a student may appeal to the provost to have the notation removed.

Non-Academic Disciplinary or Legal Notations

- **Disciplinary Dismissal**
  When a student has been dismissed for behavioral reasons, including crimes of violence (i.e., crimes that meet the reporting requirements pursuant to the federal Clery Act established in 20 U.S.C. 1092(f)(1)(F)(i)(I)-(VIII)), the notation “dismissed after a finding of responsibility for a Code of Conduct violation” will be placed on the academic transcript. This notation will permanently remain on the academic transcript.

- **Disciplinary Suspension**
  When a student has been suspended for behavioral reasons, the notation “suspended after a finding of responsibility for a Code of Conduct violation” will be placed on the academic transcript. For suspensions related to crimes of violence, hazing or other serious violations, the notation will permanently remain on the transcript. For others, the notation will remain on the academic transcript at least for the period of suspension plus one year. At that time, the student may petition to have the notation removed. The Office of the Dean may have the notation restored if the individual becomes involved in any disciplinary incident on campus or in any criminal action in connection with Institution.
• **Disciplinary Action Pending**
  For alleged policy violations, Institution can place a Banner Hold on students who withdraw or leave prior to disposition of the alleged violation. A notation of “withdrawn, with conduct charges pending” will appear on the academic transcript. At the request of the student, arrangements can be made to dispose of the violations during his or her separation. If not, appropriate action will be taken upon the student’s return to Institution. The notation will remain on the transcript until appropriate disposition of the violation has been made.

• If a finding of responsibility is vacated, for any reason, any such above transcript notation shall be removed when directed to do so by the Office of the Dean.
APPENDIX B

Student Policy Prohibiting Sexual Harassment, Relationship Violence and Sexual Misconduct
INTRODUCTION
The Elmezzi Graduate School for Molecular Medicine (“Elmezzi”) is an academic institution of higher learning dedicated to training physicians committed to discovering the causes of human diseases and translating research into diagnostic and therapeutic solutions. Elmezzi is part of The Feinstein Institute for Medical Research (“Feinstein”), a New York not-for-profit corporation, 501(c)(3) medical research organization and the research arm of Northwell Health, Inc. Elmezzi, Feinstein and Northwell and collectively referred to herein as “Institution”. This Student Policy Prohibiting Sexual Harassment, Relationship Violence and Sexual Misconduct (the “Policy”) applies to students enrolled at Elmezzi. This Policy prohibits sexual harassment, relationship violence, and sexual misconduct and provides a complaint process when any student commits, attempts to commit, or aids in the commission of sexual harassment, relationship violence, or sexual misconduct. This Policy is intended to provide a process to address, respond to, and adjudicate reports of such conduct when alleged to have been committed by a student. The protections of this Policy apply regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. This Policy shall be provided to all students by publishing it on the Elmezzi website as well as in the Elmezzi Student Handbook. A copy of the Policy will also be sent to all students annually via their Northwell-provided email account.

DEFINITIONS
All of the conduct defined in this section is Prohibited Conduct under this Policy.

RELATIONSHIP VIOLENCE
Relationship Violence consists of one or more of the following: Domestic Violence, Dating Violence and Stalking, each defined below.

Domestic Violence
Domestic Violence is defined as violence committed by a current or former spouse of the student, by someone who is or has cohabitated with the student as a spouse, by someone with whom the student has a child, by others to whom the student is related by consanguinity (blood) or affinity (marriage), or by unrelated persons who are (or have been in the past) continually living in the same household.
Dating Violence

Dating Violence is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the student. The existence of such a relationship shall be determined based on a consideration of the following factors: (1) the length of the relationship, (2) the type of the relationship, and (3) the frequency of interaction between the persons involved in the relationship.

Stalking

Stalking is defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for a student’s safety or the safety of others, or (2) suffer substantial emotional distress. Stalking also includes cyber-stalking – a particular form of stalking in which electronic media such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used.

SEXUAL MISCONDUCT

Sexual Misconduct includes Sexual Assault, Sexual Exploitation and Sexual Harassment, each defined below.

Engaging in sexual activity without Affirmative Consent is Prohibited Conduct under this Policy.

Sexual Assault

Sexual Assault consists of any of the following:

- **Non-Consensual Sexual Contact**, which is defined as any intentional sexual touching or fondling either directly or through clothing, of a person’s genitalia, anus, groin, breast, inner thigh or buttocks without Affirmative Consent. Non-Consensual Sexual Contact also includes an individual making a person touch the individual with, or on, any of these body parts.

- **Non-Consensual Sexual Intercourse**, which is defined as any sexual penetration (anal, oral, vaginal), however slight, with any object or body party, without Affirmative Consent.

- **Sexual act or sexual activity** as used within this Policy refers to the acts described in the definition of Sexual Assault.

Sexual Exploitation

Sexual Exploitation is defined as taking abusive or non-consensual sexual advantage of another for one’s own benefit or for the benefit of someone other than the individual being exploited.

Sexual Harassment

Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other nonverbal expressive or physical conduct of a sexual nature when such conduct explicitly or implicitly affects an individual’s work, education or access to educational opportunities or student life, or interferes with a person’s work, learning environment or academic status, or creates an intimidating, hostile or offensive working or learning environment. In order to constitute Sexual Harassment, the conduct complained of must be so severe or pervasive as to interfere substantially with and/or alter an individual’s academic performance or enjoyment of other Institution opportunities, programs or activities and create an abusive environment for an individual.
AFFIRMATIVE CONSENT

Affirmative Consent is a knowing, voluntary, and mutual decision by and among all participants to engage in sexual activity. Affirmative Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of Affirmative Consent does not vary based upon a participant’s sex, sexual orientation, gender identity or gender expression.

- Affirmative Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute Affirmative Consent to any other sexual act.
- Affirmative Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- Affirmative Consent may be initially given but withdrawn at any time.
- Affirmative Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to choose knowingly to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent. Students who are charged with initiating sexual activity without consent cannot use as a defense that they themselves were under the influence of drugs, alcohol or other intoxicant at the time they committed the violation.
- Affirmative Consent cannot be given when it is the result of coercion, intimidation, force, or threat of harm.
- When Affirmative Consent is withdrawn, or can no longer be given, sexual activity must stop.

It is the responsibility of the student who initiates sexual contact to obtain Affirmative Consent; in other words, to confirm that the person with whom the student is involved has consented to engage in a sexual activity.

Lack of Affirmative Consent exists when the accused knew, or a reasonable person in the position of the accused should have known, of the other person’s inability to consent. For example, there is no Affirmative Consent where the accused knew, or a reasonable person in the position of the accused should have known, that the other individual was unable to make an informed rational judgment due to the individual’s use of alcohol or other drugs.

GENERAL PROVISIONS

Applicability and Scope

Any student who commits, attempts to commit or aids in the commission of any form of Relationship Violence or Sexual Misconduct (i) on Institution property, (ii) during the course of an Institution program or activity at any time or place in such a way as to impact the on-campus program or activity, (iii) during the course of an Institution-sponsored off-campus program or activity, or (iv) in any other manner that has a reasonable connection with Institution, is subject to disciplinary action under this Policy.
When incidents of Relationship Violence or Sexual Assault involve students from another educational institution, Institution may work collaboratively with the other institution to address the conduct, consistent with The Family Educational Rights and Privacy Act. Students, however, remain responsible for compliance with this Policy regardless of any collaboration with another institution.

As used in this Policy, the “reporting individual” is an individual who brings forth a report of a violation of this Policy, and the term “accused” and “respondent” both refer to the student accused of violating this Policy. Institution remains the official charging party in proceedings under this Policy, but the reporting individual and respondent have certain rights in these proceedings as stated in this Policy.

Institution may pursue disciplinary action against a student for violation of this Policy at the same time the student is facing criminal charges for the same offense, even if the criminal prosecution is pending or has been dismissed, or the charges have been reduced. Institution may delay its own proceeding or investigation for up to ten days when requested by external municipal entities for law enforcement purposes, and for a longer period of time when specifically requested and justified by law enforcement.

**Interim Protections**

Upon receiving a report of a Policy violation, Institution will implement interim protections and other measures to protect the reporting individual and the Institution community as necessary pending the outcome of the conduct process while minimizing the burden on the reporting individual to the extent practicable.

The reporting individual will be provided with reasonable and available interim measures and accommodations that may include a change in academic scheduling, housing, employment, transportation, or other applicable arrangements in order to help ensure safety, prevent retaliation, and avoid an ongoing hostile environment.

Interim measures may also include interim suspension and no-contact orders.

Unless Institution determines, in its discretion, that a non-mutual order is appropriate, all no-contact orders will be mutual (i.e., neither student involved will be permitted to contact the other) and will expire at the earlier of: (1) a final resolution of a Complaint in accordance with the Conduct Procedures below; (2) a final resolution in an Alternative Resolution Process (described below); or (3) where students have not taken the steps necessary to make a Complaint as defined in How to Make a Complaint and Being the Disciplinary Process (described below), fourteen days following the issuance of the no-contact order, unless otherwise directed by Institution. The time period for all other interim protections and accommodation will be determined by Institution in its discretion.

Failure of students to adhere to the parameters of any interim measure(s) is a violation of this Policy and may lead to additional disciplinary action.

An accused may be subject to summary suspension when Institution determines that the accused presents a continuing threat to the health and safety of the community. In the case of a summary suspension, the student may request an expedited hearing.

**Protections and Accommodations: Relationship Violence and Sexual Assault**

In cases of Relationship Violence or Sexual Assault, Institution will ensure that the following
protections and accommodations are available to students.

**No-Contact Orders.** No-contact orders may be issued when the accused is a student. Any such no-contact order shall provide that if the accused and the reporting individual observe each other in a public place, it shall be the responsibility of the accused to leave the area immediately and without directly contacting the reporting individual. Continued intentional contact by the accused with the reporting individual when a no-contact order is in place is a further violation of this Policy that would be subject to additional charges.

Institution may establish an appropriate schedule for the accused to access applicable Institution buildings and property at a time when such buildings and property are not being accessed by the reporting individual. Alternatively, if such scheduling is not possible, Institution shall ensure that supervision is furnished within the building and/or at the property, as applicable.

**Review Process.** No-contact orders issued under this section and/or other interim protections and accommodations provided in cases involving reports of Relationship Violence or Sexual Assault are subject to the following review process.

- Either student shall, upon written request to the Office of the Dean or designee, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of any no-contact order, interim protection, or accommodation that directly affects the student, including potential modification of such protection or accommodation, and shall be allowed to submit evidence in support of the student’s request.

- The other student will be notified of and entitled to review any such request and evidence submitted and will have the opportunity to oppose any such request in writing to the Office of the Dean or designee. Any such opposition must be sent within two business days of being sent a copy of the request.

**Assistance with Orders of Protection.** Orders of protection are different from no-contact orders and are issued by New York state courts. Institution does not issue orders of protection, but will ensure that students are referred to the appropriate officials to assist in obtaining a New York state court order of protection or an out-of-state equivalent.

If Institution receives a copy of an order of protection, the reporting individual has the right to receive a copy. In all instances when a student obtains an order of protection, the student will have an opportunity to be referred by the Title IX Coordinator for Student Issues to an appropriate individual, who can explain the order and answer questions about it, including information from the order about the accused’s responsibility to stay away from the reporting individual, and an explanation of the consequences for violating these orders, including but not limited to arrest, additional conduct charges, and interim suspension. Corporate Security may also assist the reporting individual in calling and assisting local law enforcement in effecting an arrest for violation of an order of protection.

**No Retaliation**

No individual shall be penalized or retaliated against by a member of the Institution community for their participation in the investigation or disciplinary process related to a report made under this Policy. Retaliation is defined by applicable federal laws, including Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972. Any such retaliation constitutes Prohibited Conduct and a further violation
of this Policy, to be adjudicated under these procedures.

**Title IX Coordinator for Student Issues**

The Title IX Coordinator for Student Issues has oversight responsibility for Institution’s student-related efforts to comply with and carry out responsibilities under Title IX, a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities, as well as New York State Education law Article 129-B.

To that end, the Title IX Coordinator for Student Issues is responsible for overseeing Institution’s response to, and maintaining data about, reports and complaints under this Policy of Sexual Harassment, Domestic Violence, Dating Violence, Stalking, and Sexual Misconduct. In addition, the Title IX Coordinator for Student Issues shall be available upon the first instance of disclosure by a reporting individual under this Policy to provide information regarding options to proceed and next steps.

**The Title IX Coordinator for Student Issues, Kathleen McGill, is available to meet with students as needed. She can be reached at (516) 562-1093, (516) 562-3467, and KMcGill@northwell.edu.**

**Reporting Options**

Institution encourages students who have experienced sexual misconduct, relationship violence, or sexual harassment to talk to someone at Institution about what happened – so students can get the support they need, and so Institution can appropriately respond. This section describes reporting options for students.

When a student first reports Relationship Violence or Sexual Assault to the Title IX Coordinator for Student Issues, the Dean, or a Corporate Security officer, the following information will be presented to the student:

- You have the right to make a report to Institution’s Corporate Security Division, local law enforcement, and/or state police or choose not to report; to report the incident to Institution; to be protected by Institution from retaliation for reporting an incident; and to receive assistance and resources from Institution.

Any of the above individuals who learn of a report of Relationship Violence or Sexual Assault from another Institution employee must ensure that the above information is presented to the reporting individual.

**Reporting a Violation**

Students who wish to report Prohibited Conduct should contact the Title IX Coordinator for Student Issues or Corporate Security.

Students making a report may ask to remain anonymous or that a Complaint not be pursued, and Institution will weigh that request against its obligation to provide a safe, nondiscriminatory environment for the community. This process is described in detail in the section *Remaining Anonymous or Declining to Pursue a Complaint.*

**Pursuing a Formal Complaint**
Students who wish to make a formal Complaint to begin the disciplinary process should file a Complaint with Corporate Security, as described in the section *How to Make a Complaint and Begin the Disciplinary Process.*

**Confidentiality**

Students who want to keep information shared strictly confidential may report violations to Institution employees such as counselors in the Northwell Employee and Family Assistance Program (“EAP”) who are required to maintain confidentiality and will not share information with Institution administration or other parties. See *Confidential Resources* section, below.

All other Institution employees who receive information about Prohibited Conduct are encouraged to report all relevant information (including the identities of the both the student complaining and the accused) to the Title IX Coordinator for Student Issues. This allows Institution to investigate the incident and take appropriate steps to protect the Institution community and to promote a safe, nondiscriminatory environment.

Even Institution offices and employees who cannot guarantee confidentiality will maintain a student’s privacy to the greatest extent possible. The information students provide to a non-confidential resource will be relayed only as necessary for the Title IX Coordinator for Student Issues to investigate and/or seek a resolution.

**Confidential Resources**

Where a violation is reported to an individual at Institution who serves in a professional role in which communication is protected under applicable federal, state, or local law or regulation or licensing authority – including counselors and medical professionals in the EAP – such reports will not be further disclosed to the extent the communication is protected by law.

*In other words, when a student talks to a counselor at the EAP about an incident of harassment or abuse, that counselor will not share the information with Institution administration or any other parties without the student’s permission except in rare, extreme circumstances required by law.*

A student who speaks to one of these counselors must understand that, if the student wants to maintain confidentiality, Institution will be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. Where a student notifies any such counselor of conduct prohibited by this policy – *i.e.*, where the communication is protected by law – Institution will not be on notice of such prohibited conduct.

**Remaining Anonymous or Declining to Pursue a Complaint**

Students may report Prohibited Conduct to an employee but ask to remain anonymous, ask that no Complaint be pursued, and/or request that no investigation into a particular incident be conducted or disciplinary action taken. In any of these instances, Institution will weigh that request against Institution’s obligation to provide a safe, nondiscriminatory environment for all.

If Institution honors the request, a reporting individual must understand that Institution will have only a limited ability to investigate the incident meaningfully or to take disciplinary action against the accused.

Institution may, however, take proactive steps, such as training or awareness efforts, to combat domestic violence, dating violence, stalking, or sexual assault in a general way that does not
specifically identify those who disclose or the information disclosed.

**Consent Prior to Investigation: Relationship Violence and Sexual Assault Reports**

For reports of Relationship Violence or Sexual Assault, Institution will seek consent from the reporting individual prior to conducting an investigation. If the reporting individual declines to consent, Institution will respect that request unless otherwise required by law or it determines in good faith that failure to investigate may create a risk of harm to the reporting individual or other members of the community.

Factors used to decide whether to conduct an investigation over the reporting individual’s objection include, but are not limited to:

- Whether the accused has a history of violent behavior or is a repeat offender;
- Whether the incident represents escalation in unlawful conduct on behalf of the accused from previously noted behavior;
- The increased risk that the accused will commit additional acts of violence;
- Whether the accused used a weapon or force;
- Whether the reporting individual is a minor; and
- Whether Institution possesses other means to obtain evidence such as security footage, and whether available information reveals a pattern of perpetration at a given location or by a particular group.

If it is determined that an investigation is required over the reporting individual’s objection, the reporting individual shall be informed of this determination in person or in writing as soon as possible following the determination. If in writing, the reporting individual shall have the opportunity to meet in person with the Title IX Coordinator for Student Issues or an Institutional official of the reporting individual’s choice to discuss the determination. Thereafter, the procedures described below under Conduct Procedures shall be followed.

For reports of Relationship Violence or Sexual Assault, if a reporting individual discloses an incident but wishes to maintain confidentiality or does not consent to Institution’s request to initiate an investigation, Institution shall assist with academic, housing, transportation, employment, and other reasonable and available accommodations regardless of the student’s reporting choice.

**Disclosure During Public Awareness and Advocacy Events**

If a student discloses information through public awareness events such as candlelight vigils, protests, or other public events, Institution will not take action based on this information. Institution may, however, use the information shared at such an event to inform its efforts for additional education and prevention.
**Institution Disclosure – Clery Act and FERPA**

Statistics generated from student reports of certain crimes occurring in certain geographic locations are included in Institution’s Clery Act Annual Security & Fire Safety Report in an anonymous manner that does not identify the specifics of the crime or the identity of the reporting student.

Institution is obligated to issue timely warnings of Clery Act crimes occurring within relevant geography that represent a serious or continuing threat to students and employees (subject to exceptions when potentially compromising law enforcement efforts and when the warning itself could potentially identify the reporting individual). A reporting individual will not be identified in any such warning.

The Family Educational Rights and Privacy Act (FERPA) allows institutions to share information with parents when (1) there is a health or safety emergency, (2) the student is a dependent on either parents’ prior year federal income tax return, or (3) the student has filed a waiver of FERPA protections. Generally, Institution will not share information about a report of domestic violence, dating violence, stalking, or sexual assault with parents without the reporting student’s permission.

**Alternative Resolution**

At any time after a report of Prohibited Conduct, but before a referral to the Office of the Dean is issued, an alternative resolution may be pursued if all of the students involved so desire and Institution deems it appropriate. Alternative resolution, which is optional, is designed to obtain an expedient, mutually acceptable solution without the necessity for conducting further investigation or making a referral to the Office of the Dean. The purpose is to attempt through discussion and inquiry to make an effort to resolve or work out the issue in a non-adversarial manner. The Title IX Coordinator for Student Issues or designee is authorized and encouraged to explore alternative resolution any time after the report of an incident is received. In cases involving sexual violence, mediation is not appropriate. If the report is resolved to both students’ satisfaction, the Title IX Coordinator for Student Issues or designee will provide the students with a written statement reflecting the terms of the resolution and stating that the agreed-upon resolution will be undertaken. This written statement should be signed by the reporting individual and the accused. Upon the signing of the written statement of alternative resolution, the matter will be deemed closed, and no party will be permitted to appeal, contest, re-open, or otherwise attempt to set aside or amend the terms of the alternative resolution as long as the terms are adhered to.

**How to Make a Complaint and Begin the Disciplinary Process**

The reporting individual has the right to request that charges be filed against the accused in disciplinary proceedings under this Policy.

Students who wish to pursue a complaint of a violation of this Policy through the disciplinary process (referred to in this Policy as “Complaint”) should make a Complaint regarding the Prohibited Conduct through the Corporate Security Division by calling (516) 321-6900 during normal business hours weekdays between 8am-4pm or (516) 719-5000 after regular business hours or on weekends and holidays.
To pursue a Complaint of Sexual Assault and Relationship Violence, students must consent to an investigation as described in the section Consent Prior to Investigation: Relationship Violence and Sexual Assault Reports.

Corporate Security is available 24 hours a day. Corporate Security can assist in connecting students with counseling, medical, and academic support services, and will explain the options that are available regarding reporting through the Institution disciplinary process, and to local law enforcement and/or state police. Assistance will be provided in notifying these authorities, if such assistance is requested. Students may choose to proceed through both criminal and Institution disciplinary processes simultaneously, or may choose to decline to notify outside authorities.

Amnesty

The health and safety of every student at Institution is of utmost importance. Institution recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that domestic violence, dating violence, stalking, sexual assault, or other violence occurs, may be hesitant to report such incidents due to fear of potential consequences for their own conduct. Institution strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to Institution officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to Institution officials or law enforcement will not be subject to disciplinary action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

Advisors

Both the reporting individual and the respondent will have the right to be accompanied by an advisor of choice who may assist and advise the student throughout the conduct process under this Policy, including during all meetings and hearings relating to the process. Advisors will not be permitted to speak or ask questions on behalf of students during meetings or hearings.

Annual Training

All investigators and members of the panel adjudicating cases under this Policy will receive training in the following: conducting investigations of sexual violence and conducting a hearing process that protects the safety of victims and promotes accountability, impartiality, the rights of the respondent (including the right to a presumption that the respondent is “not responsible” until a finding of responsibility is made pursuant to this Policy), and other issues relating to sexual harassment, domestic violence, dating violence, sexual assault and stalking.

CONDUCT PROCEDURES

These procedures are provided for the prompt and equitable resolution of Complaints alleging Sexual Harassment, Sexual Misconduct, or Relationship Violence by a student.

Complaint

Complaints against students should be initiated as soon as possible after the incident takes place by filing a Complaint with the Corporate Security Division. In order to facilitate investigation of a Complaint, prompt reporting is encouraged; initial Complaints of violation of this Policy must be made within six months of the most recent occurrence of an alleged violation.
extenuating circumstances, this timeliness requirement may be waived.

Even if the time to file a formal Complaint has elapsed, students are encouraged to report violations so that appropriate action may be taken. Students may contact the Office of the Dean or the Title IX Coordinator for Student Issues for any assistance they need with filing a Complaint. See also the section How to Make a Complaint and Begin the Disciplinary Process.

Investigation

Investigations of Complaints will be prompt, thorough, and impartial. For Complaints of Relationship Violence and Sexual Assault, prior consent will be sought as discussed above under the section Consent Prior to Investigation: Relationship Violence and Sexual Assault Reports.

Both the reporting individual and the respondent will have the opportunity to offer evidence during the investigation. The reporting individual and respondent should present all proposed evidence, including pictures, documents, or other written or electronic materials, and all potential witnesses, to the investigator during the initial investigation. Students will be precluded from introducing evidence or witnesses that are not submitted to the Corporate Security Division at least five business days prior to the scheduled hearing, unless Institution, in its sole discretion, finds that extenuating circumstances exist.

Where grounds for further proceedings have been found, the respondent will receive a referral to the Title IX Coordinator for Student Issues, and an informational meeting will be scheduled as described in the following section.

Informational Meeting

Both the respondent and reporting individual will schedule separate informational meetings, and will receive reasonable written or electronic notice, provided in advance, of this meeting and any other meeting under this Policy that they are required or eligible to attend.

Both students will receive notice of the charge, which serves as formal notification that a charge of violation of this Policy has been brought forward against the respondent. The charge will contain the specific type of violation with which the respondent is charged, and the date, time, location, and factual allegations concerning the manner of the violation, as well as possible sanctions for the violation. Institution may hold students accountable and subject to sanctions for violations that are not referenced in the initial notice of the charge but arise from the same incident and are learned about from evidence, testimony, or admission at a hearing or during the investigatory process, consistent with the procedures set forth in this Policy.

Both the respondent and the reporting individual will be given the opportunity during their individual informational meeting to discuss and review the charges as well as any evidence in the case file, which is maintained by the Title IX Coordinator for Student Issues, to the extent permitted under confidentiality laws, including FERPA. Institution reserves the right to have an Institution representative present during the review of any evidence in the case file. Students are not entitled to keep copies or take photographs of party or witness statements or other documentary evidence. During the informational meeting, students will have the opportunity to ask and answer questions regarding the allegation(s) and the disciplinary process under this Policy and will be provided with educational or other resources applicable to the allegations as appropriate.

For documented emergencies and other documented unforeseen circumstances, a student may
request one postponement of the student’s informational meeting, provided that the Title IX Coordinator for Student Issues is notified at least one business day in advance of the scheduled meeting.

**Options for Resolution**

Following the informational meeting, there are three possible options for resolution:

1. **Acceptance of Responsibility.** The respondent may elect to accept responsibility for the charge. In such cases, Institution will determine the appropriate sanction in accordance with Sanctions and Remedies (below), including the submission of written impact statements, and the respondent will automatically waive their rights associated with a hearing. The reporting individual will receive written notice of: (i) the election to accept responsibility; (ii) the sanction as it relates to the reporting individual, to the extent consistent with FERPA; and (iii) any individual remedies offered or provided to the reporting individual. In cases of Relationship Violence or Sexual Assault, both students will be sent concurrent notification by the Office of the Dean of the rationale for the sanction consistent with FERPA. The sanction will be appealable as set forth below.

2. **Conciliation Agreement.** With the consent of both the respondent and the reporting individual, and if deemed appropriate by Institution, the charge may be resolved through a conciliation agreement without a hearing or determination of responsibility, through measures including education, counseling, changes in housing or academic accommodations, and administrative actions. If the parties are unable to reach a conciliation agreement, the disciplinary process will proceed to a formal hearing. Furthermore, the reporting individual has the right to end the conciliation process at any time and proceed to a formal hearing. In cases involving complaints of sexual violence, mediation is not appropriate. When a conciliation agreement is reached, the students will receive a written statement reflecting the terms of the agreement, which will be signed by both the reporting individual and the respondent. Upon the signing of the agreement, the matter will be deemed closed, and no party will be permitted to appeal, contest, re-open, or otherwise attempt to set aside or amend the terms of the conciliation agreement as long as the terms are adhered to.

3. **Hearing.** Where the respondent denies responsibility or one or both parties request a formal hearing, the charge will proceed to a formal hearing where it will be determined whether it is more likely than not that the respondent violated this Policy. The hearing will be conducted according to the procedures set forth below. As set forth in the previous section under Informational Meeting, if the respondent fails to respond, a decision will be made based upon the information in the case file.

**Note:** For crimes of sexual violence, Institution shall make a notation on the transcript of any student found responsible after a conduct process that the student was “suspended after a finding of responsibility for a code of conduct violation” or “expelled after a finding of responsibility for a code of conduct violation.” If a respondent withdraws from Institution while such conduct charges are pending and declines to complete the disciplinary process, Institution shall make a notation on the transcript of such student that he or she “withdrew with conduct charges pending;” provided, however, that if the finding of responsibility is vacated for any reason, any such transcript notation shall be removed.

**Administrative Panel and Hearing Preparation**

The Administrative Panel shall consist of 3 administrators/faculty assigned by the Dean or
designee. Student board hearings are not available for these proceedings. In cases where Sexual Misconduct, Relationship Violence, or Sexual Harassment has been alleged, the Administrative Panel shall include at least one male and one female member. There shall also be a Hearing Officer who will serve as the Chairperson of the hearing and shall conduct the hearing in accordance with this Policy.

**Rights / Obligations of the Parties**

When an administrative hearing is conducted under this Policy, the parties have the rights and obligations listed below. Institution, in its sole discretion, may extend the time frames listed below as necessary and appropriate.

1. **Notice of Hearing.** The parties shall be informed by the Hearing Officer or its designee, in writing, of the date, time, and place of the hearing. The hearing will be scheduled reasonably promptly following the initiation of the Complaint. The reporting individual and respondent shall be allowed a reasonable amount of time to prepare for the hearing.

2. **Witnesses and Other Evidence.** The reporting individual and the respondent shall each have the right to speak for themselves, to present witnesses and other evidence in the case file, and to challenge the evidence.

   **Witnesses**

   a. Each party may propose witnesses with knowledge of the facts to speak on such party’s behalf. Each party must submit a final written list of all his or her proposed witnesses or any signed witness statements to the Hearing Officer for approval at least five business days prior to the hearing. All witness names proposed on this list must have been previously submitted to the Corporate Security Division during the initial investigation as set forth under the section, *Investigation* above.

   b. Approval of all witnesses is at the sole discretion of Institution. All witnesses must be deemed relevant by Institution in its sole discretion.

   c. The Hearing Officer or its designee will send each party a written list of all approved witnesses prior to the hearing date and will notify all Institution employee and student witnesses of the hearing time, date and place to appear via their Institution email address. Institution reserves the right to call additional witnesses up to and during the hearing at its sole discretion.

   d. It is the responsibility of each party to notify his or her approved witnesses of the hearing time, date, and place to appear, unless the approved witnesses are Institution students or Institution employees, in which case the Hearing Officer or its designee will notify as set forth in (c) above.

   **Other Evidence**

   a. Each party may present and challenge all evidence that has been placed in the case file, as described in the *Informational Meeting* section, above. Each party may request an appointment to view the case file (subject to FERPA) during regular business hours at any time before the hearing, so long as the request is made prior to the hearing. Copying of any evidence in the case file by any means by students or their advisors is strictly prohibited. Institution may supplement the case file at any time.

3. **Removal of Panel Member or Hearing Officer.** Once the parties have been notified of the
members of the Administrative Panel and the Hearing Officer, each party has the right to request the removal of a member of the panel or the Hearing Officer if there is a conflict of interest. The request must be made to the Dean or designee, and the party must be prepared to substantiate this contention. Removal of a member of the panel or the Hearing Officer may be granted or denied based on the Dean’s (or designee’s) determination as to whether or not there is just cause.

4. **Postponing the Hearing.** Each party shall be entitled to postpone the hearing one time with just cause, as long as the request is made at least one business day prior to the hearing. The Hearing Officer will determine if a postponement is warranted. Postponements cannot be made to accommodate the schedule of an advisor or other student witnesses. Any additional postponements may be granted or denied at Institution’s discretion.

5. **Failure to Appear.** If a party fails to appear, the hearing may proceed in that party’s absence and a decision may be rendered. The sole fact of a party’s absence from the hearing shall not, in and of itself, be deemed to create any adverse inference against that party.

**Hearing Process**

The usual format of a hearing is set forth below. The Hearing Officer has the discretion to change the order, as he or she deems appropriate. Institution reserves the right to call appropriate Institution members to serve as witnesses and/or to offer testimony at the hearing. Any evidence introduced at the hearing shall be part of the hearing record.

The Hearing Officer will conduct the hearing in an orderly manner, state the charges, rule on the relevance of matters discussed and evidence presented, call witnesses, and coordinate and lead the questioning process. The Hearing Officer shall obtain affirmations from parties and witnesses of their obligation to testify truthfully.

1. Case introduced and charge(s) read by the Hearing Officer
2. Opening statement by the reporting individual
3. Opening statement by respondent
4. Where applicable as determined by Institution, statement/report from the investigator regarding the investigation
5. Where the investigator provides a statement/report, questions for the investigator from members of the panel, the reporting individual, and the respondent
6. Statement(s)/report(s) from witness(es) on behalf of the reporting individual
7. Questions for the witness(es) in No. 6 from members of the panel, the reporting individual, and the respondent
8. Statement(s)/report(s) from witness(es) on behalf of the respondent
9. Questions for witness(es) in No. 8 from members of the panel, the respondent, and the reporting individual
10. Questions for the respondent from members of the panel and the reporting individual
   a. Each student may question the other, but alternative arrangements may be made for reporting individual who do not wish to be in the same room as the accused
11. Questions for the reporting individual from members of the panel and the respondent
12. Closing statement from respondent

13. Closing statement from the reporting individual and/or Institution

**Note:** The Hearing Officer may determine, in his or her discretion, that the parties should not personally question each other or witnesses. In such situations, the parties will be permitted to propose questions to the Hearing Officer to be read and the Hearing Officer, in his/her discretion, may accept or reject any question so submitted.

**Note:** During the hearing, statement reports are provided verbally. If a witness or party is absent, the Hearing Officer will enter into the record a pre-approved written statement prepared by such witness or party. The parties will have the opportunity to challenge these written statements at the hearing in lieu of questioning.

**Note:** Neither party may ask questions or present evidence about prior sexual history with persons other than the other party or about the mental health diagnosis and/or treatment of the other party during the stage of determining responsibility. Past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the stage of determining sanction.

**Deliberation and Discussion**

Following the close of the hearing, the Administrative Panel shall deliberate, and the Hearing Officer shall serve as a non-voting facilitator for the deliberations.

The Administrative Panel may not take into account as evidence of culpability the mere fact that a criminal investigation or prosecution is pending in relation to the events complained of.

The Administrative Panel shall determine responsibility by choosing one of the following options:

1. **Responsible.** The Administrative Panel finds that it is more likely than not that the respondent violated the Policy Prohibiting Sexual Harassment, Relationship Violence, and Sexual Misconduct.

2. **Not Responsible.**

**Sanctions and Remedies**

If the respondent is found Responsible, the Hearing Officer or designee shall determine the sanctions. Each party shall have the opportunity to make a written impact statement before the sanction determination is made. Potential sanctions include probation, residence hall removal and/or ban, suspension, and expulsion.

In determining an appropriate sanction, the Hearing Officer or designee shall consider aggravating factors including (a) any record of past violations, (b) the nature and severity of such past violations, and (c) premeditation/intent to commit a violation. The Hearing Officer shall also consider whether the sanction will (i) bring an end to the violation in question, (ii) reasonably prevent a recurrence of a similar violation, and (iii) remedy the effects of the violation on the reporting individual and the Institution community.

Institution will offer counseling and academic support services, as necessary and appropriate, to any student involved in proceedings under this Policy. Institution will also take additional steps, as appropriate, which may include training sessions and other measures, to prevent recurrence of violations, and remedy their effects.

Sanctions will be held in abeyance until a decision is rendered in a final appeal under the process described below, or the time to appeal has expired without an appeal being submitted, unless Institution determines that sanctions should go into effect sooner in order to protect the health or
safety of the Institution community. Where sanctions are held in abeyance, interim protections may continue in effect in Institution’s discretion.

Decisions and Appeals

Both parties shall be sent concurrent notification in writing by the Hearing Officer of the decision of the Administrative Panel.

The respondent shall be notified of any sanctions, and, to the extent consistent with FERPA or other applicable law, the reporting individual will be notified of the sanction as well. The reporting individual may be notified of sanctions that directly relate to the reporting individual, including: that the respondent shall have no contact with the reporting individual; or that the respondent is prohibited from attending school for a period of time, has been transferred out of classes shared with the reporting individual, or has been relocated away from a residence hall shared with reporting individual.

For Complaints of Relationship Violence or Sexual Assault, both students will be sent concurrent notification by the Hearing Officer of the decision of the Administrative Panel, the findings of fact supporting the decision, and the rationale for the decision. Where sanctions are imposed, the students will be notified of the rationale for the sanction.

The reporting individual shall also be notified of any individual remedies offered or provided to the reporting individual, and other steps the school has taken to eliminate any hostile environment and prevent recurrence, if applicable. The respondent will not be notified of any individual remedies offered or provided to the reporting individual.

Either party may request an appeal of the decision and/or sanction(s) by submitting a written petition for an appeal to the Office of the Dean within seven calendar days after receiving the decision letter, on any of the following grounds:

1. There is new evidence to warrant a new hearing; or
2. The student’s procedural rights have been violated; or
3. The severity of the sanction is inappropriate given the details of the case.

The student(s) must submit the written petition for appeal to the Office of the Dean specifying one or more of the above grounds. A request on any of these grounds must clearly explain, in detail, the basis for the appeal, and should include any available documentation. The appeal is limited to an inquiry of the issue or issues raised in the charge.

The Office of the Dean will notify the party who did not request the appeal in writing and that party will have five calendar days from the date of notification to submit a response to the appeal. The appeal will be decided by the Dean or designee.

For decisions relating to Relationship Violence or Sexual Assault Complaints, the appeal will be conducted by a 3-person panel that includes the Dean or designee, and two other individuals designated by the Provost. Each party will receive notice of the names of the members of the panel and the right to request the removal of a member of the panel if there is a conflict of interest. The request must be made to the Provost, and the party must be prepared to substantiate this contention. Removal of a member of the appeals panel may be granted or denied based on the Provost’s determination as to whether or not there is a conflict of interest.

Appeals will be conducted in a fair and impartial manner. The appeals panel will decide whether
to modify or uphold the original sanction or decision. Modification of the sanction may include either raising or lowering of the sanction. Both parties will be sent concurrent notification in writing of the result of the appeal which result shall be final.

In situations where new evidence is introduced, the appeals panel may decide based on its discretion, to re-open the case with the original Administrative Panel. Based on the new evidence heard, the original Administrative Panel may uphold or modify its decision, and sanction may be upheld or modified. Modification of the sanction may include either raising or lowering of the sanction. This second decision of the original Administrative Panel may be appealed in the manner described above.

**Records**

To ensure the integrity of the hearing process and maintain an accurate record of the proceedings, Institution records all hearings conducted under this policy. Originals or copies of these recordings will not be released, unless pursuant to a lawfully issued subpoena or court order. Students may request to listen to recordings or view transcripts, as applicable, and may take notes on their prior proceedings to the extent permitted by FERPA. Institution reserves the right to have an Institution representative present during any review of recordings or transcripts. As with other hearing materials, only those individuals directly involved in an appeal may request to listen to any part of the recording. The reporting individual and respondent will have the right to access the recording or transcript for five years from the date of the hearing at a time and place determined by Institution. Copying of the hearing materials or transcript by students or their Advisors by any means is strictly prohibited.

**Note:** Only the Hearing Officer is allowed to record the hearing on an Institution recording device or through a court reporter. All other recording and/or cell phone devices are not permitted during the hearing.

The Title IX Coordinator for Student Issues is responsible for maintaining the hearing record together with the audio recording of the hearing pursuant to Institution’s record retention policy.

Any publicly available recordkeeping of Institution will be accomplished without the inclusion of identifying information about any reporting individual, to the extent permissible by law.

For Complaints of Relationship Violence or Sexual Assault, students will have the right to choose whether to discuss or disclose the outcome of the processes under this Policy, and will have the right to have all information obtained during the course of the process under this Policy protected from public release until the appeals panel makes a final determination unless otherwise required by law. Even after the appeals panel makes a final determination, FERPA protections will still apply to the information as applicable.
APPENDIX I: RESOURCES

A. If You Experience Sexual Misconduct, Relationship Violence or Sexual Harassment

Your safety and well-being are of paramount importance. What you choose to do after an incident is up to you, but you are encouraged to take the following actions immediately:

1. Go to a place where you feel safe.

2. Contact or have a friend contact Corporate Security at (516) 321-6900 during normal business hours (weekdays between 8am-4pm) or (516) 719-5000 after regular business hours or on weekends and holidays.

3. In an emergency, call Corporate Security at (516) 321-6900 during normal business hours (weekdays between 8am-4pm) or (516) 719-5000 after regular business hours or on weekends and holidays or, if you are off-campus, call 911. You have the option to notify Corporate Security and local police, and to be assisted by Corporate Security in notifying local police if you so choose. You also have the option to decline to notify these authorities.

4. To speak to a Confidential Resource who will not report your information further, you can contact the Northwell Employee and Family Assistance Program (“EAP”) at 1-877-EAP-4-YOU (1-877-327-4968). During non-business hours, Corporate Security will contact the EAP.

5. Go to a hospital emergency room. Corporate Security or the police will provide transportation, if necessary.

6. It is important to preserve evidence that may assist in proving that the alleged criminal offense occurred or may be helpful in obtaining a protection order. Medical evidence for use in the prosecution of a criminal offense is collected at the hospital. For this reason, you should not shower, bathe, douche, or change clothes. You may need to bring a change of clothes to the hospital in case what you are wearing is collected as evidence.

7. Do not touch any evidence or straighten up the area where the assault occurred.

8. Do not blame yourself. The person who assaulted you is responsible.

Students have access to mental health counseling through the EAP. Crisis intervention, initial intake, consultations, workshops and psychoeducational groups, and the first three sessions of personal and educational counseling are available to all students at no cost. A fee may be assessed for services beyond those listed above.

Students have access to medical services, including testing for sexually transmitted infections, through the Sexual Assault Nurse Examiner Program at North Shore University Hospital and the Northwell Employee Health Service. There may be a fee for testing for sexually transmitted infections, as tests are sent to an outside laboratory.

Within 96 hours of an assault, you can get a Sexual Assault Forensic Examination (commonly referred to as a rape kit) at a hospital (Find a designated SAFE Center near you here: https://profiles.health.ny.gov/hospital/designated_center/SAFE+Center+of+Excellence).

While there should be no charge for a rape kit, there may be a charge for medical or counseling services off-campus and, in some cases insurance may be billed for services. You are encouraged to let hospital personnel know if you do not want your insurance policyholder to be notified about your access to these services.

The New York State Office of Victim Services may be able to assist in compensating
victims/survivors for health care and counseling services, including emergency funds.

- **More information may be found here:**
  https://ovs.ny.gov/sites/default/files/brochure/ovsrightsofcvbooklet.pdf, or by calling 1-800-247-8035.
- **Options are explained here:** https://ovs.ny.gov/help-crime-victims

### B. Students’ Bill of Rights

Pursuant to Article 129-B of the New York State Education Law, all students have the right to:

1. Make a report to local law enforcement and/or state police.
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously.
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the Institution.
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard.
5. Be treated with dignity and to receive from the Institution courteous, fair, and respectful health care and counseling services, as available through the EAP and Employee Health Services.
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations.
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident.
8. Be protected from retaliation by the Institution, any student, the accused and/or the respondent, and/or their friends, family, and acquaintances within Institution’s jurisdiction.
9. Access to at least one level of appeal of a determination.
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process, including during all meetings and hearings related to such process.
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the Institution.

### C. Rights of Reporting Individuals

Any student reported to have been subject to a violation of this Policy has the right to the following:

1. Notify Corporate Security, local law enforcement and/or state police.
2. Have emergency access to an Institution official trained in interviewing victims of sexual assault, who shall be available upon the first instance of disclosure by a reporting individual to provide
information regarding options to proceed, and, where applicable, the importance of preserving evidence and obtaining a sexual assault forensic examination as soon as possible. The official will explain that the criminal justice process utilizes different standards of proof and evidence and that any questions about whether a specific incident violated the penal law should be addressed to law enforcement or to the district attorney. The official shall also explain the level of confidentiality they are authorized to offer, and shall inform the reporting individual of other reporting options;

3. Disclose confidentially the incident to Institution representatives, who may offer confidentiality pursuant to applicable laws and can assist in obtaining services for reporting individuals;

4. Disclose confidentially the incident and obtain services from the state or local government;

5. Disclose the incident to Institution representatives who can offer varying levels of confidentiality, as appropriate, and can assist in obtaining resources for reporting individuals;

6. Disclose the incident anonymously by calling the New York State Hotline for Sexual Assault and Domestic Violence at 1-800-942-6906. The Hotline is for crisis intervention, resources, and referrals and is not a reporting mechanism, nor is it affiliated with the Institution;

7. File a report of sexual assault, domestic violence, dating violence, and/or stalking and the right to consult the Title IX Coordinator for Student Issues and other appropriate Institution representatives for information and assistance. Reports shall be investigated in accordance with this Policy, and a reporting individual’s identity shall remain private at all times if said reporting individual wishes to maintain privacy;

8. Disclose, if the accused is an employee of the institution, the incident to Northwell’s Human Resources office or the right to request that a confidential or private employee (e.g., the Dean or Corporate Security) assist in reporting to Human Resources directly;

9. Receive informational assistance from Institution representatives in connection with legal proceedings in family court or civil court;

10. Withdraw a complaint or involvement from the process under this Policy at any time.

D. Educational Programs

You are the key to your personal safety on campus and in the community. We encourage you to educate yourself by attending educational programs that promote the awareness and prevention of relationship violence and sexual assault. Such programs are conducted for students through the Young Investigator’s Society.

Incoming students are also required to complete the new student orientation program, which includes important information such as:

- Definitions of the relevant offenses in New York state
- Institution’s prohibition of sexual and interpersonal violence
- Definition of consent, in reference to sexual activity, in New York state
- Safe and positive options for bystander intervention
- Information on how to recognize warning signs of abusive behavior and how to avoid potential attacks
- The available resources to victims and survivors of such violence
- The role of the Title IX Coordinator for Student Issues and other Institution offices
- Consequences and sanctions for individuals who commit these crimes and engage in Prohibited
Conduct

Students will receive a copy of this Policy during new student orientation and annually thereafter by email.
### APPENDIX II

**New York State Penal Law and Institution’s Disciplinary Processes for Sexual Assault, Domestic Violence, Dating Violence, and Stalking: A Side-By-Side Comparison**

Students reporting sexual assault, dating or domestic violence, or stalking have the right to make a report to Institution’s Corporate Security Division, and/or through the criminal justice system, or choose not to report. This chart summarizes the differences between Institution’s disciplinary system and the criminal justice system.

<table>
<thead>
<tr>
<th></th>
<th><strong>Criminal Justice System</strong></th>
<th><strong>Institution’s Disciplinary System</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>Public safety, deterrence, and punishment</td>
<td>Education; safety; safe and supportive campus environment</td>
</tr>
<tr>
<td><strong>Governing Laws</strong></td>
<td>New York State Penal Code; New York State Rules of Criminal Procedure (or another state’s rules if the crime took place there), Federal Criminal Law, and Rules of Evidence</td>
<td>Title IX; The Clery Act as amended by the Violence Against Women Act; NYS Education Law Article 129-A and 129-B</td>
</tr>
<tr>
<td><strong>How to report and whether there must be action once a report is made</strong></td>
<td>Crimes involving sexual violence may be reported to the local police or to the New York State Police. Certain crimes may also be reported to federal law enforcement agents. Once a report is made, the decision whether to investigate is made by the police/law enforcement agency, often in consultation with a District Attorney or other prosecuting agency. An investigation may be conducted without the consent or participation of a reporting individual. The ultimate decision of whether to initiate a criminal prosecution is initially made by a prosecutor. In cases involving felony charges, the final charging decision is made by a Grand Jury.</td>
<td>To make a report, contact the Title IX Coordinator for Student Issues, the Dean or the Corporate Security Division. To pursue a complaint of sexual violence through the Institution disciplinary process, contact the Corporate Security by calling (516) 321-6900 during normal business hours weekdays between 8am-4pm or (516) 719-5000 after regular business hours or on weekends and holidays. Institution will seek consent from the student making the complaint before investigating. Institution will respect requests for anonymity or that a complaint / investigation not be pursued, unless Institution determines in good faith that failure to investigate may create a risk of harm to the student making the complaint or other members of the community, in accordance with the factors listed in the Policy, or otherwise required by law.</td>
</tr>
<tr>
<td><strong>Who investigates?</strong></td>
<td>Police or other law enforcement officials</td>
<td>Corporate Security personnel or other departments at Institution, as appropriate</td>
</tr>
<tr>
<td><strong>Procedures</strong></td>
<td>See Governing Law. Procedures established by police departments, prosecutors’ offices, etc.</td>
<td>See Policy</td>
</tr>
<tr>
<td>Standards of Evidence</td>
<td>Criminal Justice System</td>
<td>Institution’s Disciplinary System</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Crime must be proven “Beyond a Reasonable Doubt”</td>
<td></td>
<td>A violation of Institution’s Policy must be found by a “Preponderance of the Evidence” (i.e., more likely than not)</td>
</tr>
</tbody>
</table>

| Confidentiality | Law enforcement agencies offer some confidential assistance, but a criminal charge and trial must be public | Student may confidentially disclose sexual violence to medical professionals and counselors in the Northwell Employee and Family Assistance Program (“EAP”). Disclosures made to a confidential resource will not trigger an investigation, and information generally will not be shared with school administrators or other parties. |

| Privacy | Criminal trials must be public | Reports and disciplinary proceedings are kept as private as possible, but information must be shared with certain individuals within the Institution |

| Who are the parties? | The prosecution and defendant. The victim/survivor is not a party, but often the critical witness for the prosecution. | Institution is the charging party, but the individual who initiated the complaint (“reporting individual”) and the student accused of violating the Policy (“respondent”) both have the right to participate in the investigation and disciplinary process |

| Participation in the process | In limited circumstances, a criminal prosecution can proceed without the participation or cooperation of the reporting individual, but without a reporting individual’s participation, it is generally more difficult to prove a crime beyond a reasonable doubt. | Reporting students are not required to participate in Institution’s process. However, Institution will be limited in its ability to respond if a reporting individual does not participate. |

| Who initiates the proceedings? | A prosecutor, acting on behalf of the state (or the United States in federal cases). | Institution is the charging party, but the reporting individual has the right to participate in the proceedings. |

<p>| Testimony | In a court, testimony is generally public. Other parties are, through counsel, entitled to cross-examine witnesses. | Both the reporting individual and the respondent may make opening and closing statements. Each student may question the other, but alternative arrangements may be made for reporting individuals who do not wish to be in the same room as the accused. The hearing panel, reporting individual and respondent may ask questions of all witnesses, including the reporting individual and respondent. The Hearing Officer may determine, in his or her discretion, that the parties should not personally... |</p>
<table>
<thead>
<tr>
<th><strong>Criminal Justice System</strong></th>
<th><strong>Institution’s Disciplinary System</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>question each other or witnesses. In such situations, the parties will be permitted to propose questions to the Hearing Officer to be read.</td>
<td></td>
</tr>
</tbody>
</table>

**Role of attorneys**

Both the state and the defendant are represented by counsel; counsel may question witnesses.

The reporting individual and respondent are permitted an advisor of their choosing, but the advisor may not speak on behalf of the student during meetings or a disciplinary hearing.

**Mental health and sexual history**

In New York, a reporting individual’s prior sexual and mental health history is generally, but not always, inadmissible in a criminal case. There are limited circumstances under which directly relevant evidence of that kind may be admitted.

Neither the reporting individual nor respondent may ask questions or present evidence about prior sexual history with persons other than the other party, or about the mental health diagnosis and/or treatment of the other party during the stage of the proceeding determining responsibility. Past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible during sanctioning.

**Possible results**

If a prosecution takes place, the defendant may

- plead guilty or “no contest”
- have the case dismissed by the judge (on legal grounds)
- be found “guilty” or “not guilty” by a judge or jury

If there is a formal disciplinary proceeding, the respondent may be found “responsible” or “not responsible” for violations of the Policy. Respondents may also accept responsibility for a violation without a hearing.

If both parties agree and Institution finds it appropriate, students may enter into an alternative resolution without a hearing.

**Sanctions**

An individual found guilty may be fined, imprisoned, or both. In some courts, alternative sanctions are sometimes used.

A student found responsible for violating Institution’s Policy may be given a range of sanctions (depending on the severity of the conduct and other factors, such as prior judicial history), ranging from a warning to suspension or expulsion from Institution.

Please contact the Title IX Coordinator for Student Issues by e-mail at KMcGill@northwell.edu or telephone at (516) 562-1093 or (516) 562-3467, with any questions.
APPENDIX C

Thesis and Thesis Defense Guidelines
ELMEZZI GRADUATE SCHOOL THESIS GUIDELINES

The Thesis Defense

The graduate Thesis is the all-encompassing document describing original research carried out by the graduate student. The historical background, the scientific context of the experiments, and the data are presented and discussed extensively in the Dissertation. It is expected that the research carried out to generate the Thesis Dissertation will also result in published papers in recognized scientific journals, for which the student is the first author. It is possible for the Thesis Dissertation research to comprise two to three publications in which the student is the leading author, but in most cases comprises one publication plus additional studies. Each Chapter should indicate which publications (if any) are represented by the described work. At least one first-author manuscript must be submitted for publication before a student may defend the Thesis. If a manuscript is not yet accepted for publication, a submitted draft must be appended to the Thesis, even if this draft ultimately requires additional experimental results. The manuscript should be written in the style of a specific (indicated) journal. A co-first authorship paper meets the requirement. All collaborative work that contributes to the Thesis Dissertation must be clearly indicated in the text.

The Thesis Defense Committee

Every candidate for the PhD degree must submit a Dissertation and pass an oral examination of their Thesis (Thesis Defense) by the Thesis Defense Committee (Committee) that consists of a minimum of three faculty members, one of whom is the designated the Committee Chair plus an examiner from outside the institution with expertise in the area of the student's research.

The outside examiner is expected to have published in and be considered an expert in the subject matter of the thesis. This individual should be selected by the mentor and his/her name and credentials submitted to the Dean or Associate Dean for approval prior to being invited to serve. To avoid conflicts of interest, the outside examiner should not be a collaborator or former mentor of the student or the thesis mentor.

Scheduling of the Thesis Defense

The Thesis Defense and Seminar are scheduled by the student, who is responsible for finding the rooms and confirming that all members of the Thesis Defense Committee can attend. The Thesis Seminar is usually scheduled immediately before the actual defense. This seminar fulfills a New York State requirement that a PhD candidate demonstrate his or her ability to present scientific material in public.
Instructions for Preparing the Dissertation

General Instructions

In general, successful theses range from ~125 to 225 pages but the number of pages can vary, and may well be outside this range.

i) Manual of Style: Style (including capitalization and punctuation) is not rigid, but the style selected should be adhered to strictly and consistently.

ii) Line Spacing: The text of the Dissertation is to be double-spaced except for footnotes, figures, legends and bibliography, which are to be single-spaced.


iv.) Paper. The final copies of the Dissertation are to be printed on 8 1/2" x 11" high quality paper that is not punched or perforated in any way. Copies submitted to the Thesis Defense Committee for review may be duplicated on standard photocopy paper, printed double sided and secured using either a three-hole binder or a spring binder.

v.) Pagination: Every paper in a Thesis is assigned a number typed on it. There are two series of page numbers. The first, in small Roman numerals, begins with the title page and ends with the last page preceding Chapter I. The second series, in Arabic numerals, begins with the first page of Chapter I and continues throughout the Dissertation, including graphs, illustrations, tables, bibliography and appendices.

vi) Margins: The margins at the top, bottom and right are to be 1.0 inch; the left-hand margin is to be 1.5 inches. All tables, charts and illustrations are to have left-hand margins of no less than 1.5 inches because of binding requirements. Any over-size material may be folded in from the right, top and bottom in such a way as to leave a 1.5 inch margin on the left side.

vii) Spelling: The spelling given in any standard American dictionary may be used. However, whatever forms are adopted should be adhered to consistently throughout the text of the Dissertation.

viii.) Tables, Figures, Reproductions: Tables and Figures and all legends should be embedded into the document, as close to the relevant text as possible.

Tables are numbered consecutively throughout the Thesis. The word TABLE, followed by the appropriate Arabic numeral, is placed above the caption. Figures are numbered consecutively in Arabic numerals, with the word "Figure" (only the first letter is capitalized) and the appropriate numeral appearing before the caption. If possible, figures should be oriented in the 'portrait' configuration. Submitted figures should be of sufficiently high resolution to be interpreted by the reader.
Legends should be placed below the figure on the same page if space is sufficient, or on the facing page to facilitate the reading of the Thesis.

x.) References and Footnotes: References to published articles within the text should be referred to in abbreviated form, (i.e. Student and Mentor, 1995; or Student et al., 1995). Every reference listed must appear in the bibliography (see below). Footnotes are to be placed at the foot of the page and numbered consecutively for each chapter.

Format

Two Dissertation formats are accepted. Format A is the traditional organization of a Dissertation. Format B is organized with each results chapter corresponding to a manuscript submitted or published as journal article. The accepted Thesis formats (Formats A and B) are described below. The format chosen must be maintained throughout the Dissertation. Students must discuss with their mentor the appropriate Dissertation format.

Format A

i.) Introduction: The Dissertation begins with a scholarly introduction (Chapter I). This section should include a historical and well-referenced review of the area of research followed by a critical evaluation of the current status of the field. The student should then present the working hypotheses and give an introduction to the system and the thesis research. The student should consult with his or her mentor in order to agree upon how extensive a historical review is appropriate to the Dissertation.

ii.) Methods and Materials: The protocols and procedures used in the Dissertation studies should be presented in sufficient detail to allow reproduction of the experiments (Chapter II). A Dissertation provides an appropriate vehicle for experimental details that might be omitted from journal articles due to space limitations. If the procedure was performed exactly as specified in an earlier publication, a brief statement of the procedure followed by a reference is adequate. The materials and methods section should have a section describing the statistical tests used for data evaluation.

iii.) Results and Discussion: Chapters III ...n of the Dissertation should each present the results of the conducted studies followed by a discussion of their significance. The format for these chapters should follow that in the suggested manual of style or of a highly respected scientific journal, mutually agreed upon by the student and the mentor. Data should be subjected to a statistical evaluation before conclusions are drawn.

iv.) Conclusions: A Dissertation should end with a general discussion of the studies that have been conducted including an assessment of the significance of the research, arguments of interpretation, evaluation of material included in appendices, and a plan for the experimental resolution of unanswered questions.

Format B

i) Introduction: The Dissertation begins with a scholarly introduction (Chapter I). This section should include a historical review of the area of research followed by a critical evaluation of the current status of the field. The student should then present working hypotheses and give an
introduction to the system and the thesis research. The student should consult with his or her mentor in order to agree upon how extensive a historical review is appropriate to the Dissertation.

II) Manuscripts: The body of the Thesis should be in the form of manuscripts that have been or are ready to be submitted for publication in a journal. Note that the format and style requirements described above must be adhered to for each and every chapter of the Dissertation. Each manuscript will constitute a chapter and will include a brief Introduction, Methods and Materials, Results, and Discussion. The candidate must be the first author of these manuscripts and must be responsible for their preparation. A footnote to the introduction must give bibliographic information for the manuscript constituting the chapter. This information should include the full names of the authors, institutional affiliations, the journal and the status of the manuscript (i.e., submitted, published or in press)

iii.) A separate chapter(s) should be included for unpublished data, or published data where the student is not the first author. If the work was done by the student, but it not sufficient for publication, this chapter should use the same format as described for submitted manuscripts. If the work was primarily that of someone else’s, but the student contributed, two options are available: 1) The student may extract his or her own work from the study, or a manuscript, for presentation in the Dissertation; 2) The manuscript may be included as a chapter if the student was responsible for the preparation of a significant portion of the manuscript. For all multi-authored manuscripts, the exact contribution of the student should be stated in an introductory statement or footnote preceding each chapter. If figures from a multi-author manuscript are used, it is imperative to indicate which figures are the student's work and which represent the work of other authors. In all cases in which figures from other publications are used, appropriate acknowledgement must be given in the figure legends. In addition, any contributions of co-authors must also be specified in the acknowledgment section. Wherever pertinent, coworkers and helpers and other contributors should be acknowledged in the body of the text.

iv.) Conclusions: The Dissertation should end with a general discussion of the studies that have been conducted, including an assessment of the significance of the research, arguments of interpretation, evaluation of material included in appendices, and a proposed plan for the experimental resolution of unanswered questions.

The following sections of the Dissertation are common to both formats.

i) Title Page: The title page is to list at the top the title of the Dissertation, the student's full name the full name and title of the Thesis advisor and, at the bottom, the statement: "Submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy, The Elmezzi Graduate School of Molecular Medicine, New York (month and year)."

A sample page is shown at the end of this section which illustrates the format. The date given is not when the Dissertation is submitted, but the day of the defense.

ii) Abstract: The abstract of the Dissertation is to include: a hypothesis, the procedures followed, the significant results and the general conclusions. The abstract is to be presented on a
separate page headed with the word ABSTRACT in capital letters centered on the page. On the next line is the title of the Dissertation. The following line is the name of the student.

iii) Acknowledgments: This feature is not required, but offers a convenient opportunity to express the writer’s appreciation to persons who have been especially helpful or to the publishers of materials from which data have been drawn and to whomever else acknowledgment should be given.

iv) Table of Contents: The table of contents should list the chapters or other division headings of the Dissertation, using the same words that appear in the body of the report. The numbers of the pages on which these items appear should also be given. The table of contents is to be followed by separate page listings for tables and for figures and illustrations.

v) List of Abbreviations: All abbreviations used in the Dissertation except for very standard abbreviations such as DNA or RNA should be listed, in alphabetical order.

vi) Bibliography: The format for the references included in the bibliography should follow that in the suggested manual of style of a highly respected scientific journal. At a minimum, each reference must include the names of all authors, the title of the article, the name of the journal, the volume number and the pages of the article. The bibliographies of the Dissertation may be compiled together at the end of the Dissertation, or compiled for each chapter separately, depending on the format (A vs B).

vii.) Appendix: The appendix may include but is not limited to:
- Published papers
- Written permission from the copyright holders if copyright material by the student or other authors (e.g. publications, tables, charts, pictures, etc.) are included in the Dissertation - Required
- Submitted manuscripts
- Drafts of manuscripts expected to be submitted shortly
- Surveys of patient or other data
- High resolution figures
- Computer programs
Sample title page for doctoral dissertation

**TITLE OF THE THESIS** (IN ALL CAPS)

by

(Student Full Name)

(Mentor’s Name), Mentor

Submitted in partial fulfillment of the requirements for the degree of
Doctor of Philosophy

The Elmezzi Graduate School of Molecular Medicine
New York
June, 20XX
Submission of the Thesis

Presentation of the Thesis to the Committee. The Thesis must be presented to all members of the Thesis Defense Committee at least three weeks before the scheduled defense. A member of the Thesis Committee may require a postponement of the Thesis Defense if this requirement is not met. Within one week after the Thesis is delivered (two weeks prior to the defense) any Committee member may request a pre-defense meeting of the Committee if, in the opinion of the Committee member, the Dissertation is not defensible.

Public Thesis Seminar

The purpose of the public thesis seminar is to provide a venue for the student to present his work in oral format to the Feinstein/Elmezzi/Health System community. The seminar should be for no more than 50-55 minutes, leaving 5-10 minutes for questions by the community. Members of the committee should refrain from asking questions at this time.

Conduct of the Thesis Defense

The purpose of the Thesis Defense is to demonstrate in an oral form the knowledge and skills acquired to carry out research that provides new information on a significant problem. The Thesis Seminar, whenever possible, should immediately precede the Thesis Defense. The following are recommended guidelines for conducting the Thesis Defense:

At the commencement of the defense, the student should be excused and the Chair (and/or mentor) will then provide a profile of the student's background, course work, and publication record. The Chair, in consultation with the examiners, will then determine how the Thesis Defense will be conducted.

If any of the examiners expresses a serious concern with the content of the Thesis, a strategy should be developed whereby the questioning can address these concerns in a constructive manner.

The student will then be asked to return and the exam can commence. Normally, the external examiner will be invited to commence the questioning period. Examiners will be allowed a ~10min question period in turn, with the opportunity to have a second round of questioning. Alternatively, questions will be permitted to follow logically from the initial set of questions, with examiners sharing the examination period.

The mentor or co-mentors may be present during the defense, but are expected to not answer any questions directed to the student unless clarification is asked for from the examiners. After all of the other committee members have completed their questioning, the mentor or co-mentors may ask brief questions of the student, in order to give the student the opportunity to clarify anything the mentor feels necessary.

The Chair should ensure that the defense is conducted in a professional manner, and that each examiner has the opportunity to ask questions. The Chair should also ensure that the length of the exam is appropriate. A typical exam period is 2 hours.
After the Chair has determined that the defense is at an end, the student and mentor are both asked to leave the room. The defense is discussed, and vote for passage made by secret written ballot. The decision is determined by majority vote. Students may receive a grade of 'Pass', 'Conditional Pass' or 'Fail'. If the vote is for "pass", with minor revision of the dissertation requested, then the mentor is usually given the responsibility of checking the final document. If the vote is for "major revision", one or more members of the Committee are assigned to review and accept the corrections on behalf of the parent committee. A decision for "major revision" results in the grade of Conditional Pass (see below).

When the examination is complete, the members of the Committee will sign the form acknowledging satisfactory completion of requirements for the degree.

A grade of 'Conditional Pass' will require the student to complete additional work on the thesis as set forth by the Committee. The report of the Committee will contain any recommendations for rectifying deficiencies if a grade of 'Conditional Pass' has been given. Unless specified otherwise by the Committee, all deficiencies must be corrected within a period of three months of the date of the examination and the revised thesis submitted to the Chair of the committee. If the deficiencies, which must be only those identified at the time of the original defense, are not corrected to the satisfaction of the Committee (or a designated sub-committee), or not completed within the three-month deadline, the grade of 'Conditional Pass' will be changed to 'Fail'. The thesis mentor may appeal for modification to the Dean or Associate Dean if he/she feels that the requirements for removal of a grade of ‘Conditional Pass’ are not achievable by the student within the time frame set by the committee.

In the event of a grade of Fail, re-examination is at the discretion of the student's Advisory Committee. Working together with the student and mentor, a written plan to address deficiencies for completion of the degree must be submitted the Assistant Dean. The grade of Fail may lead to dismissal from the PhD program.

**Graduation Requirements**

**Thesis copies**

No diploma will be granted until three copies of the final Thesis, printed on good quality paper, in final form are submitted by the student for binding. Copies of the Thesis will be distributed as follows: a bound copy to the student’s advisor; a bound copy to the office of the Dean; a bound copy to the student. Unbound copies may be provided to the thesis committee members by the student.

Completion of all requirements. All corrected copies of the Thesis and any additional paperwork must be filed within 3 months after the successful Thesis Defense. Permission to remain in the program beyond three months requires written approval from the Associate Dean. In the absence of such approval, the student may be placed on unpaid Academic Leave. All requirements must be fulfilled within one year of the Thesis Defense.
Granting of the PhD degree. All academic requirements must be fulfilled. This includes completion of all coursework and other requirements, successful defense of the thesis (Conditional Pass is not sufficient), completion of all revisions, and deposit of three copies of the Thesis with the Dean’s office. Certification of receipt of the PhD degree and awarding of the diploma may be made by the Assistant Dean at any time thereafter during the year, and formal award of the degree will be made at the subsequent regular commencement exercises conducted at the end of May.

Participation in the Commencement Ceremony. In order to participate in the Commencement Ceremony, all academic requirements must be fulfilled and communicated to the Assistant Dean on or before April 29th. This includes completion of all coursework, successful defense of the thesis (Conditional Pass is not sufficient), completion of all revisions, and deposit of three copies of the Thesis in the Dean’s Office. There will be no exceptions to this deadline.

Change in status after successful Thesis Defense.

Occasionally students who have successfully defended the thesis may elect to delay final submission of documents for a short period of time as they complete arrangements to move on. Students may remain as "active students" for a maximum of three months after successful completion of the defense. This requires formal notification of the Associate Dean. If all paperwork and corrected Thesis copies have not been submitted at the end of this period, students may be placed on unpaid Academic Leave of Absence until such requirements have been fulfilled. Note that students on an F1 or J1 visa are not eligible for an Academic Leave of Absence. All requirements must be fulfilled within one year of the Thesis Defense.

A student, who has successfully defended the thesis and completed all requirements for the PhD, will no longer be an "active student." If the student is to remain at the Feinstein, the student's status must be changed to that of "Postdoctoral Fellow."

Change in status for international students: International students who have been studying at the Institution on an F1 or J1 visa and intend to remain in the U.S. for further training must consult the Dean’s Office coordinator for immigration advice well in advance of any anticipated change in status.