



**Virtua Health College
of Medicine & Life Sciences
of Rowan University**



STUDENT HANDBOOK

Rowan-Virtua School of Osteopathic Medicine

[Go to Table of Contents](#)

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<https://som.rowan.edu/>

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Acknowledgements

Preparation of this Student Handbook was made possible through the cooperation of the offices of all divisions of Academic Affairs, Information Resources and Technology, the Dean's Office, Graduate Medical Education, and Student Financial Aid.

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When modifications of the Student Handbook occur, students will be notified by email. It is each student's responsibility to check their Rowan-Virtua SOM email on a daily basis and keep abreast of all notifications from Rowan-Virtua SOM.

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❖ Mission Statement

Rowan University Mission - <https://www.rowan.edu/about/index.html>

Rowan-Virtua SOM Mission, Vision, Essential, Values & Guiding Principles

<https://som.rowan.edu/oursom/leadership/index.html>

Vision – Rowan-Virtua School of Osteopathic Medicine will improve access, affordability and quality of both education and healthcare for our community and the nation.

Mission – Rowan-Virtua School of Osteopathic Medicine prepares future physicians and scientists who are committed to improving health in New Jersey and throughout the nation.

To advance our mission we:

- Develop clinically skillful, compassionate and culturally competent physicians from diverse backgrounds who are grounded in our osteopathic philosophy and ready to meet future healthcare workforce needs;
- Advance research, innovation and discovery to improve health and solve the medical challenges of today and the future; and we
- Provide exceptional patient-centered care, with an emphasis on primary and inter-professional team-based care that responds to the needs of the community including underserved and special needs populations.

Goals and Objectives

1. Develop clinically skillful, compassionate and culturally competent physicians from diverse backgrounds who are grounded in osteopathic philosophy and ready to meet future healthcare workforce needs.
 - a. Build an academically successful and diverse student body that is committed to the mission of Rowan-Virtua SOM and the values of osteopathic medicine.
 - b. Deliver an innovative and integrated medical education curriculum that readies students for Graduate Medical Education and the future of health care delivery.
 - c. Strengthen and expand clinical learning and research opportunities across the medical education continuum.
2. Advance research, innovation and discovery to improve health and solve the medical challenges of today and the future.
 - a. Develop and train scientists who will contribute new knowledge in the biomedical sciences, with a focus on cell and molecular biology and osteopathic principles, through creative and collaborative research and scholarship.
 - b. Serve as the premier center for biomedical, clinical and educational research in South Jersey.
 - c. Enhance and support a culture of curiosity and inquiry throughout Rowan-Virtua SOM and Rowan GSBS.
3. Provide exceptional patient-centered care, with an emphasis on primary and inter-professional team-based care that responds to the needs of the community including underserved and special needs populations.
 - a. Provide evidence-based, patient-centered, quality care to improve patient engagement.
 - b. Expand Rowan Medicine’s presence across South Jersey, with a focus on increasing access for our community.
 - c. Position Rowan Medicine for long-term sustainability in an environment of health system redesign.

We recognize that to achieve our goals, we must invest in the people, systems and infrastructure required to achieve institutional excellence, ensure quality and support future growth. In support of our strategic goals, we will:

- Build the systems and infrastructure needed to ensure quality, attract and retain faculty and support future growth in collaboration with Rowan University.
- Create a culture of wellness and engagement for the Rowan-Virtua SOM community.
- Increase awareness, outreach and stewardship of Rowan-Virtua SOM, RowanGSBS and Rowan Medicine.

❖ Osteopathic Medicine

What is Osteopathic Medicine?

Osteopathic Medicine is a distinctive form of medical practice in the United States. Osteopathic Medicine provides all of the benefits of modern medicine including prescription drugs, surgery, and the use of technology to diagnose disease and evaluate injury. It also offers the added benefit of hands-on diagnosis and treatment through a system of therapy known as Osteopathic Manipulative Medicine. Osteopathic Medicine emphasizes helping each person achieve a high level of wellness by focusing on health education, injury prevention and disease prevention.

Osteopathic physicians, also known as DOs, work in partnership with their patients. They consider the impact that lifestyle and community have on the health of each individual, and they work to erase barriers to good health. DOs are licensed to practice the full scope of medicine in all 50 states. They practice in all types of environments including the military, and in all types of specialties from family medicine to obstetrics, surgery and aerospace medicine.

DOs are trained to look at the whole person from their first days of medical school, which means they see each person as more than just a collection of body parts that may become injured or diseased. This holistic approach to patient care means that osteopathic medical students learn how to integrate the patient into the health process as a partner. They are trained to communicate with people from diverse backgrounds, and they get the opportunity to practice these skills in the lab with standardized patients.

Because of this whole-person approach to medicine, approximately 50 percent of all DOs choose to practice in the primary care disciplines of family practice, general internal medicine, obstetrics/gynecology and pediatrics.

In addition to studying all of the typical subjects you would expect student physicians to master, osteopathic medical students take approximately 200 additional hours of training in Osteopathic Manipulative Medicine. This system of hands-on techniques helps alleviate pain, restores motion, supports the body's natural functions and influences the body's structure to help it function more efficiently. In addition to a strong history of providing high quality patient care, DOs conduct clinical and basic science research to help advance the frontiers of medicine and demonstrate the effectiveness of the osteopathic approach to patient care. The National Osteopathic Research Center conducts osteopathic clinical outcomes research and serves as a national catalyst to develop and conduct multi-center, collaborative clinical research studies focusing on demonstrating the effectiveness of osteopathic manipulative medicine as it applies to many facets of patient care.

Code of Ethics of the American Osteopathic Association (AOA)

All students, faculty and administrators at the Rowan-Virtua School of Osteopathic Medicine are expected to maintain the AOA Code of Ethics.

Section 1

The physician shall keep in confidence whatever they may learn about a patient in the discharge of professional duties. The physician shall divulge information only when required by law or when authorized by the patient.

Section 2

The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

Section 3

A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose their physician. The physician must have complete freedom to choose patients whom they will serve. However, the physician should not refuse to accept patients because of the patient's race, creed, color, sex, national origin or handicap. In emergencies, a physician should make their services available.

Section 4

A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when they withdraw from the case so that another physician may be engaged.

Section 5

A physician shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

Section 6

The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is due to the efforts and influence of the recognized local, state and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.

Section 7

Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities, which are false or misleading.

Section 8

A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless he is actually licensed on the basis of that degree in the state in which they practice. A physician shall designate their osteopathic school of practice in all professional uses of their name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association.

Section 9

A physician should not hesitate to seek consultation whenever they believe it advisable for the care of the patient.

Section 10

In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.

Section 11

In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable osteopathic hospital rules or regulations.

Section 12

Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.

Section 13

A physician shall respect the law. When necessary, a physician shall attempt to help to formulate the law by all proper means in order to improve patient care and public health.

Section 14

In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.

Section 15

It is considered sexual misconduct for a physician to have sexual contact with any current patient whom the physician has interviewed and/or upon whom a medical or surgical procedure has been performed.

Section 16

Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimidation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile or offensive workplace or academic setting.

Section 17

From time to time, industry may provide some AOA members with gifts as an inducement to use their products or services. Members who use these products and services as a result of these gifts, rather than simply for the betterment of their patients and the improvement of the care rendered in their practices, shall be considered to have acted in an unethical manner.

Section 18

A physician shall not intentionally misrepresent their self or their research work in any way.

Section 19

When participating in research, a physician shall follow the current laws, regulations and standards of the United States or, if the research is conducted outside the United States, the laws, regulations and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility, including, but not limited to, research, design, funding, and participation either as examining and/or treating provider, supervision of other staff in their research, analysis of data and publication of results in any form for any purpose.

The Osteopathic Oath

I do hereby affirm my loyalty to the profession I am about to enter.

I will be mindful always of my great responsibility to preserve the health and life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

I will be ever vigilant in aiding in the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession.

I will give no drugs for deadly purposes to any person, though it be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation and never by word or by act cast imputations upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me.

I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathy which were first enunciated by Andrew Taylor Still.

❖ Campus Leadership & Faculty

Administration of Rowan University

<https://sites.rowan.edu/president/index.html>; <https://sites.rowan.edu/president/leadership.html>

Administration of Rowan-Virtua SOM

Thomas A. Cavalieri, DO, MACOI, FACP, AGSF, *Vice President, Virtua Health College of Medicine & Life Sciences*

Richard Jermyn, DO, FAAPMR, *Interim Dean, Rowan-Virtua SOM*

Millicent King Channell, DO, MA, FAAO, FNAOME, *Senior Associate Dean of Academic Affairs & Student Services*

Pamela Basehore, EdD, MPH, *Associate Dean for Assessment*

Kevin Block, *Interim Campus Director, Rowan-Virtua SOM Health Sciences Library*

Dyron Corley, EdD, *Director of the Center for Student Success*

Jennifer Fischer, PhD, *Assistant Dean for Pre-Clerkship Curriculum*

Josh Coren, DO, *Senior Associate Dean Clinical Affairs, Director Continuing Medical Ed*

Steve Garwood, EdD, *Director of Faculty Development*

Jacqueline Giacobbe, MEd, MA, *Assistant Dean of Academic Affairs and Accreditation*

Carla Granger, MBA, *Assistant Dean of Administration*

Carl Hock, PhD, *Senior Associate Dean for Research*

Deanna Janora, MD, *Director of Problem Based Learning*

Anne Jones, DO, *Assistant Dean of Student Affairs*

Joanne Kaiser-Smith, DO, FACOI, FACP, *Associate Dean for Graduate Medical Education*

Dean A. Micciche, MPA, *Assistant Dean for Student Programs and Alumni Engagement*

TBD, *Director of Diversity, Equity and Inclusion at Rowan-Virtua SOM*

Michael Rieker, *Chief Financial Officer*

George Scott, DO, *Campus Associate Dean Rowan-Virtua SOM Sewell*

Michele Tartaglia, DO, *Assistant Dean for Clinical Education*

Chuck Tucker, MA, *Director for Graduate Medical Education*

Paula Watkins, MAS, *Assistant Dean for Admissions*

Nichelle Peaks Webster, MBA/TM, *Director of IRT Technology Services*

Christine Willse, MBA, *Campus Director, Student Financial Aid*

Regina Wilmes, MEd, *Registrar*

Board of Trustees of Rowan University - <http://www.rowan.edu/president/board/members/>

Rowan-Virtua SOM Center Directors

Kevin Overbeck, DO, FACOG, *Director NJ Institute for Successful Aging*

Rachel Silliman Cohen, MD, *Director CARES Institute of New Jersey*

James Bailey, DO, *Director Neuromusculoskeletal Institute*

Jennifer M. LeComte, DO, *Director Rowan Integrated Special Needs Center*

Rowan-Virtua SOM Chairpersons

Barry Waterhouse, PhD, *Cell Biology & Neuroscience*

Alison Mancuso, DO, FACOFP, *Family Medicine*

Kevin Overbeck, DO, FACOG, *Geriatrics and Gerontology*

Judith Lightfoot, DO, FACOI, *Internal Medicine*

TBD, *Molecular Biology*

Anthony Salerno, MD, *Obstetrics and Gynecology*

Danielle Cooley, DO, *Osteopathic Manipulative Medicine*

Tanya Kadmas-Iannuzzi, DO, *Pediatrics*

Stephen M. Scheinthal, DO, DFACN, DFAPA Psychiatry
James Bailey, DO, Physical Medicine and Rehabilitation
Alissa Brotman O'Neill, DO, Surgery

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Lauren Deutsch, DO, *Curriculum*

Paola Leone, PhD, *Faculty Affairs*

Adarsh Gupta, DO, *Research*

Aubrey Olson, DO, *Student Academic Progress Committee*

Nils Brolis, DO, *Student Evaluation of Performance Committee (STEP)*

Katharine Milani, PhD & Shiyuan Wang, PhD, *Program Evaluation & Student Assessment (PESA)*

Jeffery Powers, PhD, *Pre-Clerkship*

Michele Tartaglia, DO, *Clerkship Directors*

Faculty of Rowan-Virtua SOM 2023-2024

https://som.rowan.edu/documents/rowan_som_faculty.pdf

❖ Getting to Know Rowan University and the Rowan-Virtua SOM Campus

Accreditation of Rowan University

Rowan University is [accredited](#) by the Middle States Commission on Higher Education. *The preceding is current as of 2012-2013 and was verified on 11/9/12*, accredited by the Middle States Commission on Higher Education, a regional accrediting body. Complex substantive change incorporating SOM approved March 7, 2013.

All programs are approved by the academic, governmental and professional agencies in specific areas of specialization.

Accreditation of Rowan-Virtua SOM

The Rowan-Virtua School of Osteopathic Medicine is fully accredited by the [Commission on Osteopathic College Accreditation \(COCA\)](#) and is a member of the American Association of Colleges of Osteopathic Medicine (AACOM). The COCA is recognized by the United States Department of Education (USDE), and Council for Higher Education Accreditation (CHEA) as the only accrediting agency for pre- doctoral osteopathic medical education in the United States.

The primary and affiliated teaching hospitals of the School of Osteopathic Medicine are accredited by the Joint Commission on Accreditation of Health Care Organizations. The School is approved by the Accreditation Council for Graduate Medical Education (ACGME) for rotating internships, residency, and fellowship training in its clinical departments at the affiliated hospitals.

Campus Information

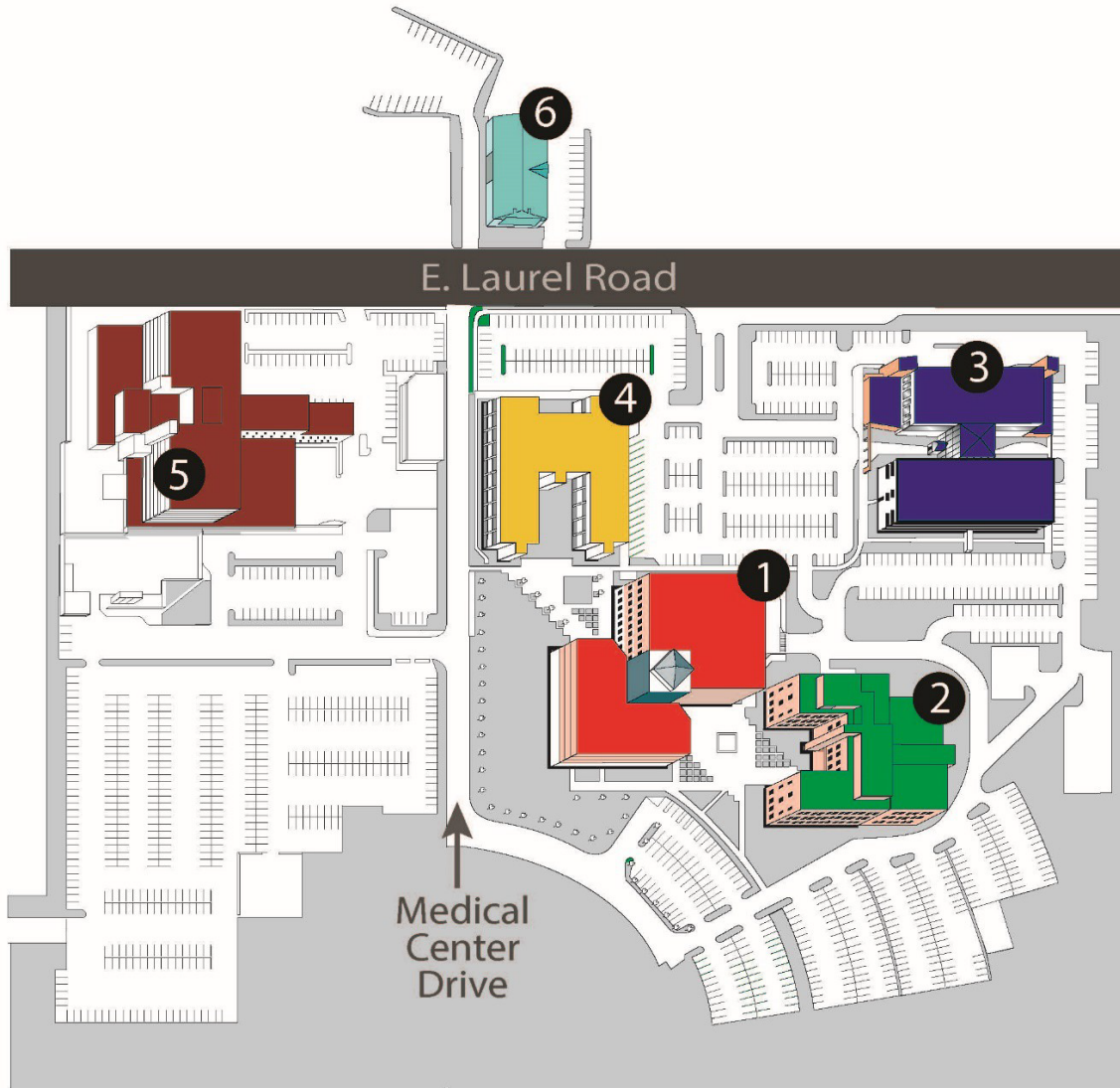
The Rowan-Virtua School of Osteopathic Medicine's campus is located in Stratford, New Jersey. A quiet suburban community, Stratford is located 10 miles from downtown Philadelphia, 40 miles from Atlantic City and about 90 miles from Manhattan. Few areas of the country can match the excellent quality of life found in southern New Jersey. Farms and forest areas are interspersed with modern suburban communities. Since its inception in 1977, the Rowan-Virtua SOM campus has continued to expand to meet the needs of a growing community of faculty and students. The centerpiece of the campus is the Academic Center (AC). The Academic Center is heavily utilized by first- and second-year students. It houses the library, classrooms, study rooms, lounge area, teaching labs, gross anatomy lab, computer labs and electronic classrooms, as well as the Administrative offices, Academic Affairs offices. It also features the Rowan-Virtua SOM Wellness Center (fitness center).

The Science Center (SC), a state-of-the-art facility, contains Rowan-Virtua SOM's Basic Sciences, teaching and research labs, and a Vivarium. The Science Center is a secured building and is for authorized users only (card-access system).

Rowan Medicine consists of new construction, completed in 2003, and renovations to the building formerly known as the Specialty Care Center. The new facility houses all Stratford-based patient care services and clinical educational programs, as well as an expanded, state-of-the-art Simulation Center, a new classroom and a dedicated OMM laboratory.

The University Educational Center (UEC) is home to the Office of the Registrar, Student Affairs and Alumni Engagement, the PBL Curriculum, a student lounge, classrooms, and administration services, including Human Resources, Cashier, Operations and Public Safety.

113 E. Laurel Road is a secured access building, with a large multipurpose kitchen/meeting area and office space. Acquired as a rental property in 2016, this building houses our Graduate Medical Education office and our Student Financial Aid office.



1. Academic Center (AC)

2. Science Center (SC)

3. Rowan Medicine Building (RM)

4. University Education Center (UEC)

5. Jefferson Health, Stratford Campus

6. 113 E. Laurel Road (Admissions and Financial Aid)

Sewell Location

Rowan-Virtua SOM Sewell is an extension of Rowan-Virtua School of Osteopathic Medicine. The campus received accreditation from the Commission on Osteopathic College Accreditation (COCA) in 2021 and began admitting students on the Sewell Campus in July 2022.

The Sewell Campus is located on the second floor of the Rowan Medicine Building and features state-of-the-art medical education and research space, including an OMM Lab, Auditorium, Anatomage Table, Library, and 18 PBL classrooms. The unique combination of a medical school located in the same building as a clinical care center will create a dynamic learning environment that provides students an opportunity to integrate PBL medical education with hands-on clinical experience in our Rowan Medicine clinical practices. Most of these practices have residency program directors and serve as outpatient continuity training sites for several residency programs in our area.

Public Safety can be reached in the following ways:

- The security post located in the lobby of the Rowan-Virtua SOM building: Monday-Friday 7am-11pm
- Emergency: call 856-256-4911 or 911
- Non-Emergency or Escorts: call 856-256-4922

ID Badges and Parking Hang Tags are only available on the Rowan-Virtua SOM - Stratford Campus.

Call boxes located outside of staircase B, Student Lounge, and staircase D.

AED is located in the atrium on the second floor.

Diversity Lounge

The Diversity Lounge is a safe-space environment for our Rowan-Virtua SOM students, faculty and staff community to foster and encourage supportive social interactions, increase recognition and appreciation of our singular differences. It reinforces many of our guiding principles to be compassionate, embrace all individuals, to be aware of, accept and respond to the physical, emotional, spiritual and intellectual needs of others, to promote innovation of ideas, and respond with integrity. It will stand as a symbol on campus to promote and celebrate our diversity. The Diversity Lounge is currently located in Room 2076 of the UEC Building.

Rowan-Virtua SOM Health Sciences Library - <http://www.lib.rowan.edu/som>

Academic Center, 1st Floor, One Medical Center Drive, Stratford, NJ 08084 | (856) 566-6800

[Rowan-Virtua SOM ID badges are to be presented each time you enter the library.](#) The library staff are performing an act of equity and inclusion by treating all students the same with the ID request. Making an exception because of who you are or what you are wearing is what we are trying to avoid. Wearing your ID on a visible lanyard or clip will allow the staff to observe and thank you for visibly presenting your ID.

The Health Sciences Library is located on the ground floor of the Academic Center and serves all students, faculty and staff on the Stratford Campus. The Library houses collections of print books and journals in the clinical and basic sciences. In addition, an extensive collection of electronic books, journals and a wide variety of bibliographic and image databases are available through the Library's [webpage](#). The Library has a seating capacity of approximately 220, which includes study carrels and tables, study rooms, and computer workspaces.

Borrowing Privileges

All students, faculty and staff of Rowan-Virtua SOM have borrowing privileges. In order to borrow materials, users must be registered with the Library. Rowan-Virtua SOM ID badges must be presented to check out materials.

Most circulating materials may be renewed in person or online on, or before, the date they are due, unless requested by another Library user. Loan periods are: Books – one month with one renewal; audiovisuals and board review materials – one week, no renewals; journals and reference materials – in-house use only.

Reserve Collection

The Library's Reserve Collection includes materials used for course work in Rowan-Virtua SOM's curriculum. Sometimes the online version of a required text is not the most recent edition, and the Library will buy the most recent print edition for reserve.

The Library owns copies of required texts for each course, as well as copies of recommended textbooks. The Health Sciences Library strives to make available online and in print required and recommended books provided faculty notify the library of additions, changes, and updates. The print Reserve collection is located behind the service desk in the Health Sciences Library. While we try to have a print copy of required books on reserve, we may not have a print copy of all recommended books. Materials in the Reserve collection may be borrowed for two hours for in-Library use. Students may borrow up to two Reserve items for over-night use, from one-half hour before closing until no later than one-half hour after opening on the following day. Any borrower who repeatedly does not return items by their due date, is non-responsive to overdue notices, and/or who damages materials may have borrowing privileges temporarily or permanently blocked at the discretion of the HSL staff.

Anatomical models and bone boxes are available for use in the library. We also have phone and laptop chargers, Bluetooth noise canceling headphones, dry erase markers, book stands, ear plugs, colored pens and pencils, standing desks, small and rolling white boards, laptop stands, and sports equipment available for use. Ask at the circulation desk.

Board Review Collection

The Library has a significant collection of both print and online resources to support students studying for board examinations, parts 1 and 2. The print materials in this collection may be borrowed for seven days, with no renewals. Any borrower who repeatedly does not return items by their due date, is non-responsive to overdue notices, and/or who damages materials may have borrowing privileges temporarily or permanently blocked at the discretion of the HSL staff.

Library Resources

The Library's website, <http://www.lib.rowan.edu/som>, is the gateway to a wide variety of print and online resources selected to support students and faculty and is mobile compatible. The online catalog, accessible via the Library's home page, provides access to the combined resources of all Rowan University libraries. The catalog enables users to locate print and online materials available on all campuses and to request items not located in the Stratford Library.

The Library staff has developed a comprehensive collection of full-text online books, journals and web-based resources. These resources provide users with access to medical information at any time and from any location, whether on- or off-campus. E-book collections, such as Stat!Ref, Access Medicine, Emergency Medicine, Pediatrics, and Surgery, Books@Ovid and Clinical Key, include core textbooks in medicine and surgery and their subspecialties. Online journals are available as individual titles and through collections from publishers such as Elsevier, Nature, Wiley, and Lippincott, Williams and Wilkins. These journals provide users with up-to-the-minute information for their educational, research and clinical needs. Clinical, point-of-care resources are available for downloading to mobile devices. Image collections including [Anatomy.tv](#), [eAnatomy](#), [Acland's Video Atlas of Anatomy](#), [VisualDx](#), and [Bates Visual Guide to Physical Examination](#), provide students and faculty with educational support materials for use in the curriculum and

as supplementary resources.

The Library's website features Subject Guides which have been created to correspond with the medical school curriculum. These Guides direct students to the resources required and recommended for their four years at SOM. Links to Reserve materials, media, relevant e-books and journals are included in the subject guides for each course. In addition, Guides have been created for the Rowan-Virtua SOM Faculty Bibliography, online tutorials, and on health and wellness related topics, medical education and research. Access to the databases and full-text resources is available free-of-charge to all registered students and the faculty and staff at the Rowan-Virtua School of Osteopathic Medicine. Users are required to authenticate with their Rowan network username and password to access these resources from any off-campus location. Training in the use of the Library's resources and tools is integrated into the School's curriculum and is also available through the Library's education services program and online tutorials.

Reference Services/Computer Literature Searches

Reference Librarians are available to provide assistance and instruction in database searching, supporting research projects, and in-depth information retrieval. A Research Support program is available to assist students and faculty with their publication and presentation goals. The Reference staff is available to meet with patrons during both daytime and evening hours.

Library Education Services

The Library has an active instructional program. Classes on topics ranging from literature searching to desktop applications, and presentation graphics to bibliographic reference management are available. A variety of options for training are offered: online and in-person, in group or individual sessions.

Computer Resources

The Library provides access to Windows-based desktop computers. Several computers are available in the Library's Computer Room. The Computer Room is open during regular Library hours. Software programs including general applications, tutorials, and computer assisted instruction are loaded on all computers, and all Library computers provide access to the Internet. Printers and scanners are also available for use, as are LCD projectors for group work or presentations. A librarian is located near the Computer Room during daytime and some evening hours to provide assistance.

Wireless Network and Laptops

RowanWiFi gives students wireless access while in the library and throughout the campus. To connect your device to RowanWiFi, log in with your Rowan NetID and password. For more information, visit go.rowan.edu/wifi.

Library Etiquette

Students are requested to maintain a quiet environment conducive to study for those around them. Conversations, including phone calls, should be taken outside. Seating in the library is on a first-come, first-served basis. At no time should a student leave items to "reserve" a particular seat or ask another student to move. If a student needs to leave the library, all items must be removed. Any items identified by a library staff member as unattended for more than 30 minutes will be removed; they can be retrieved at the Circulation Desk by the student with identification or description of items. Any such items not claimed by closing time that day will be turned over to Public Safety.

For information on the library's hours, study rooms, quiet study spaces, and food policy, please visit the library's website at <https://www.lib.rowan.edu/som/about>.

History of Rowan University

<http://www.alumni.rowan.edu/s/1653/02-alumni/index.aspx?sid=1653&gid=2&pgid=379>

History of Rowan-Virtua School of Osteopathic Medicine

<https://som.rowan.edu/oursom/leadership/history.html>

Housing

Rowan-Virtua SOM does not provide housing. Ample off-campus housing is available in surrounding communities. The medical school sets aside a “Housing Day” for accepted students to meet their classmates and choose their roommate(s). Maps, a listing of apartments available in the area, and other materials are provided. The Admissions Office maintains a current list of apartments and other housing information. The school makes no referrals or endorsement of rental properties, relations with landlords, or types of leases offered. Medical students must conduct their own individual assessment of the rental listing.

Public Safety Department

<http://www.rowan.edu/safety/>

Safety precautions to reduce your chances of being a victim of burglary or theft:

- Report suspicious persons to Rowan Univ. Police at (856-256-4911) immediately or the Stratford Police Department (9-1-1).
- Be alert for persons “hanging around” on the floors or near entrances.
- Report any suspicious activity to either Rowan Univ. Police (856-256-4911) or the Stratford Police Department (9-1-1).
- Make sure that your vehicle is secure; do not leave valuables in your vehicle.

ID Badges are to be worn by all Faculty, Staff and Students at all times on campus.

Replacement ID Badges are available from Public Safety office located on the 1st floor of the UEC between the hours of 8:00 a.m. to 4:00 p.m.

Contact Numbers for Public Safety:

Rowan Univ. Police Emergency 856-256-4911

Rowan Univ. Police/Security Non-Emergency 856-256-4922

Rowan University Police Anonymous Crime Tip line 856-256-7428

Emergency Telephone Call Boxes

21 emergency blue telephone call boxes are located throughout the exterior of the campus, including parking lots, sidewalks, etc. Placement of call boxes was determined by Rowan Emergency Management Services.

Automated External Defibrillators (AED)

Automated External Defibrillators equipped with voice instructions and pediatric capable are located throughout Rowan-Virtua SOM campus as follows:

Academic Center (AC) 1st

Floor lobby near Admissions

2nd Floor lobby, Wellness Center, behind check in-counter

3rd Floor lobby, by Dean’s Office entrance

University Educational Center (UEC)

1st Floor lobby across from Logistical Services between doors leading to exit and stairs

2nd Floor lobby by stairwell #3

Science Center (SC)

1st Floor lobby near classroom 145

2nd Floor lobby near stairwell A

3rd Floor across from room 390

Rowan Medicine Building (RMB)

1st Floor lobby near public safety desk

2nd Floor lobby near family medicine across from elevators

3rd Floor lobby across from elevators

Rowan Medicine Building Sewell Campus

2nd Floor near large classroom in atrium

❖ Applying to Rowan-Virtua SOM

ADMISSIONS

Paula Watkins, Assistant Dean of Admissions
 Academic Center, 1 Medical Center Drive, Suite 162
 P.O. Box 1011, Stratford, NJ 08084-1501
 Telephone: (856) 566-7050 | Fax: (856) 566-6895 | E-Mail: somadm@rowan.edu

Academic Requirements

In order to matriculate at the Rowan-Virtua School of Osteopathic Medicine, all accepted students must have, at a minimum, earned a baccalaureate degree from an accredited institution. Applicants who have earned 75% of their undergraduate credits from an institution accredited by an agency recognized by the United States Department of Education with which we have established articulation agreements may be matriculated prior to earning their baccalaureate degree. A well-rounded undergraduate curriculum which includes English, mathematics, the humanities and the natural and social sciences is advised. Students capable of superior performance in any academic field, whether in the sciences or humanities, should feel free to pursue interests in depth, provided they can do well in the required science courses.

The School has an articulation agreement with Rutgers University-Camden, Rowan University, Richard Stockton University, and the University of the Sciences that allows selected students to begin their osteopathic education at the end of their third year of undergraduate school. The School also has four plus four articulation agreements with Monmouth University, the University of the Sciences and the University of Delaware.

The following summary of undergraduate courses is offered as a guide to the prospective osteopathic medical student. The minimum number of semester hours required for each course is indicated; however, in special circumstances, the Admissions Committee may waive or invoke specific requirements at its discretion.

Rowan-Virtua SOM strongly recommends that applicants take six (6) additional semester hours of science courses. Biochemistry, genetics, physiology and anatomy are strongly suggested.

Summary of Undergraduate Courses	Minimum Semester Hours
Behavioral Science - One year in the areas of psychology, sociology, or cultural anthropology is required.	6
Biology - Two years of biology are required and are ordinarily sufficient to prepare the student for the beginning work in osteopathic medical school. Courses should include introductions to the natural history, evolution, genetics, embryology, structure, and function of animals.	8
Chemistry - Chemistry, including eight semester hours (or a one-year course with laboratory) of inorganic chemistry and eight semester hours of organic chemistry (or a one-year course with laboratory) is required.	16
Physics - A college course in physics, with a laboratory, is required. In addition to the classical introduction to mechanics, electricity, magnetism, and optics, modern concepts of the atom, nuclear structure, and isotopes should be included.	8
English - One year of English is required, which must include one semester of English composition. An additional course from the English department will fulfill the requirement. (One full year of English writing is highly recommended.)	6
Mathematics - One year of college level mathematics is required, one semester may be satisfied with a course in computer science or statistics. (Calculus is highly recommended.)	6

The Admissions Committee recognizes that applicants may have completed their undergraduate or graduate coursework outside of the United States. Students who have taken coursework and/or earned a degree from a foreign institution must submit an evaluation of their transcripts to AACOMAS from the World Education Service (WES) or Silny Associates. For applicants whose credentials are from outside of the United States, the AACOMAS application service will provide information relative to the applicant's grades, credit hours and pre-requisite coursework on the primary application. Any deficiencies that appear on the application will be evaluated by the Admissions Committee members and Admissions Staff to ensure that the applicant has met the minimum requirements for admission to Rowan-Virtua SOM. If verification of grades is needed Admissions Staff will obtain the necessary documentation from the AACOMAS applicationservice.

Accepted Students Day

A reception for entering students is held in the spring for students accepted into the incoming class. The program consists of a description of the curriculum, a presentation by Financial Aid, and small group discussions with clinical faculty and current medical students. The reception is a student-focused event, giving the accepted student an opportunity to meet future classmates, faculty, and administrators. Incoming students also have an opportunity to meet current Rowan-Virtua SOM students on this day and obtain their advice.

Application Procedures

Rowan-Virtua School of Osteopathic Medicine participates in the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). Applications are available early May and may be completed and submitted between early May of the prior year and February 1 of the year of desired admission. Application forms for admission into the first-year class may be completed online at: <https://choosedo.org/how-to-apply/>

AACOMAS

You can contact AACOMAS at the address or phone number listed below.
7700 Old Georgetown Road, Suite 250, Bethesda, MD 20814
Telephone: (301) 968-4100 | Fax: (301) 968-4101

Ordinarily, AACOMAS processes applications in four to six weeks.

Qualified members of ethnic and racial minority groups and individuals from disadvantaged backgrounds are encouraged to apply.

Rowan-Virtua School of Osteopathic Medicine does not discriminate in admission or access to its programs and activities on the basis of race/color, ethnicity, national origin, religion/creed, disability, age, marital status, sexual orientation or veteran's status.

Admission Procedures to Apply to the Problem-Based Learning Track

Applicants to Rowan-Virtua SOM may designate their curriculum choice (PBL or SGL) on the required secondary application. If a student who designated PBL as their curriculum choice is accepted to the class, a subcommittee will meet to confirm the student's assignment to the PBL track. Once accepted into either track, changes can only be made if there is a withdrawal, or another student is willing to switch. For further information about PBL, or to make arrangements to observe a tutorial session, or to meet PBL students, please contact:

Deanna Janora, MD, Director PBL Program
Rowan-Virtua School of Osteopathic Medicine
(856) 566-6734 | janoradm@rowan.edu

Combined Degree Programs

BS/DO Degree

Three plus four articulation agreements with Rutgers University-Camden, Stockton University, Rowan University, and the University of the Sciences undergraduate program allow qualified candidates to apply during their junior year and begin osteopathic medical studies in what would traditionally be their senior year. Rowan-Virtua SOM also holds a four plus four articulation agreement with Monmouth University, University of the Sciences, and the University of Delaware. Participants of the Baccalaureate/DO program must take the MCAT, complete all course requirements and interview with members of the admissions committee to be considered for a seat in the class. Acceptance into the undergraduate college and pursuing the BS/DO track does not guarantee acceptance into Rowan-Virtua SOM. For more information, please contact:

Paula Watkins, Assistant Dean for Admissions
Rowan-Virtua School of Osteopathic Medicine
(856) 566-7050 | somadm@rowan.edu
http://www.rowan.edu/som/education/degree_programs/combinedDegrees.html

DO/JD Program with Rutgers University School of Law

Typically, individuals seeking both medical and law degrees must spend seven (full time: four medicine; three law) or eight years (part time: four medicine; four law in an evening program) to acquire a DO/JD degree. The program has been devised to permit the completion of both degrees in six years. Although the program is more intense, it is beneficial because of the time saved, especially for those individuals who will complete residency training. Less than 1% of the nation's 600,000 physicians and 900,000 attorneys hold degrees in both law and medicine (approximately 2,000 individuals). The program is a combined one between the School of Osteopathic Medicine and the Rutgers School of Law in Camden, NJ, leading to both the DO and JD degrees in approximately six years. Students must take both the MCAT and the LSAT (i.e., Law School Admissions Test) and be admitted by both schools (application process will be separate, but the student will designate the application for DO/JD program). For further information, please contact:

Jay Austin, Senior Associate Dean
Rutgers Law School
(856) 225-6837 | ja1150@law.rutgers.edu

DO/MBA Program with Rowan University Rohrer College of Business

The Rowan-Virtua School of Osteopathic Medicine, in conjunction with the Rohrer College of Business of Rowan University, offers a program leading to a dual degree of a Doctor of Osteopathic Medicine (DO) and a Master of Business Administration (MBA).

The program allows medical students to complete their DO degree and MBA degree in five years. Application to this program is limited to students who have already been accepted to the School of Osteopathic Medicine and have taken the MCAT and who are accepted into the MBA degree program at Rowan University. Students admitted to this program take medical school courses the first two years and may begin taking MBA courses during the summer between first and second year. Students concentrate on the MBA course work between the second and third year of medical school. While the expectation is that most students will complete both degrees within five years, they must complete the MBA within a seven-year framework.

Students enrolled in the DO/MBA program will consult with the Director of the MBA program to ascertain, based on the background and interests of the student, what business foundation courses should be taken prior to the graduate courses. Nine credits of graduate course work taken as part of the DO program will be accepted in transfer as the elective portion of the MBA program. For information on admission to the DO/MBA Program, please contact:

Jennifer Maden, Assistant Dean & Director of Graduate Studies (856) 256-5220, maden@rowan.edu
Jason Salvatore, Program Coordinator of Graduate Studies (856) 256-4500, ext 64024
Rowan University Rohrer College of Business
<https://academics.rowan.edu/business/graduate-programs/mba-programs/mba-do.html>

DO/MPH Program with Rutgers University School of Public Health

The Doctor of Osteopathic Medicine (DO) and Master of Public Health (MPH) program allows medical students to complete their DO degree and MPH degree in five years. Application to this program is limited to students who have already been accepted to the School of Osteopathic Medicine and have taken the MCAT and who are accepted into the MPH degree program by one of its participating departments. Students admitted to this dual degree program would normally take medical school courses the first two years and would begin taking MPH courses during the summer between first and second year. Between the second and third year, students would concentrate on the MPH course work and start the fieldwork requirement. Students would complete the fieldwork requirement as a medical school elective in their fifth year of the dual degree program. While the expectation is that most students will complete both degrees within five years, they must complete the MPH within a seven-year framework. For further information, please contact:

Brittany Gerstik, Graduate Admissions Counselor
Rutgers University, School of Public Health
(732) 235-4646 | brittany.gerstik@rutgers.edu
<https://sph.rutgers.edu/academics/mp-ph.html>

Dual Degree Programs

DO/PhD Program

A joint DO/PhD is offered in conjunction with the Graduate School of Biomedical Sciences at Rowan University. The Departments of Cell Biology and Neuroscience and Molecular Biology offer a unique interdepartmental program intended to prepare graduate students and physician-scientists anticipating careers in biomedical research or teaching. Graduate studies include formal training in the basic disciplines of biochemistry and cell and molecular biology, as well as elective courses based on the student's own research interests.

Acceptance to Rowan-Virtua School of Osteopathic Medicine is required prior to acceptance to the DO/PhD Program.

Students interested in this program are required to participate in the Rowan-Virtua SOM Summer Research Program between Year One and Year Two of the DO Program. Application to this program occurs in the fall of Year Two of the DO Program. Applications can be found on the GSBS-Stratford website: http://www.rowan.edu/som/gsbs/academic/dual_degree.php. All interested students must take Level 1 of the COMLEX no later than July 5th of their second year in the DO Program. Final acceptance into the DO/PhD program is contingent upon the student passing Level 1 of the COMLEX. For more information, please direct inquiries to both SOM and GSBS:

Rowan University Graduate School of Biomedical Sciences
42 E. Laurel Road, Suite 2200, Stratford, NJ 08084
(856) 566-6282 | gsbs-stratford@rowan.edu

DO/PhD Program with the School of Biomedical Engineering

A new joint DO/PhD is offered in conjunction with the School of Biomedical Engineering at Rowan University. The first of its kind in the country, this unique program is a physician engineer training program providing advanced education and training in engineering research and osteopathic medicine. It is a joint program from the Department of Biomedical Engineering (BME), Henry Rowan College of Engineering (HRCOE), and the

School of Osteopathic Medicine (SOM) at Rowan University. The mission is to educate leaders in the medical profession that can utilize their engineering and research skills as independent investigators to develop innovative solutions to pressing medical problems. The program has an integrated framework with an emphasis on integrating medical and graduate engineering education and training.

There are 2 curriculum tracks: Track one requires the student to complete years 1 & 2 of medical school and then complete the PhD in BME, in addition to doing BME research in the summer between first and second year of medical school. Track two allows a student to start with the first year of their PhD program and then complete years 1 & 2 of medical school. Application to this program occurs in the fall of Year One of the DO Program for Track One, or during the application process to medical school for Track Two. All interested students must take Level 1 of the COMLEX no later than July 5th of their second year in the DO Program. Students in this program are expected to maintain satisfactory academic progress for both components of the program. For more information, please direct inquiries to both SOM and BME:

Dr. Mark Byrne, Founding Dean, Department of Biomedical Engineering
Henry Rowan College of Engineering of Rowan University
(856) 256-5353 | byrnem@rowan.edu

Commitment to Underrepresented Minority and Educationally and Economically Disadvantaged Students

Since its inception, the Admissions Office at the Rowan-Virtua School of Osteopathic Medicine has actively recruited medical students from underrepresented minority, educationally and economically disadvantaged backgrounds from both urban and rural areas. These efforts currently rank Rowan-Virtua SOM as a leader among osteopathic medical schools, as it has consistently exceeded the national average in this area of students entering the first-year class. Rowan-Virtua SOM solicits applications from underrepresented minority groups, and from those who demonstrate educational and/or economic need without regard to state of residence.

As a result of its recruitment efforts, Rowan-Virtua SOM has a diverse and culturally enriched student body. Underrepresented minority, educationally and economically disadvantaged students are considered for need-based aid, merit scholarships and tuition grants. As a result of these scholarships and grants, underrepresented minority students and students who demonstrate education and/or economic need have historically received significant financial support.

Confidentiality Policy

The Admissions Committee is committed to supporting the rights and welfare of applicants. Information about applicants is held in the strictest of confidence and used for admissions purposes only.

Criminal Background Check (CBC)

Purpose

Pursuant to the Joint Commission on Accreditation of Healthcare Organizations, (JCAHO) Standard HR 120, each hospital will verify the criminal backgrounds of all who provide care in the institution, including students. Given this information Rowan University School of Osteopathic Medicine (Rowan-Virtua SOM) will obtain a criminal background check on all applicants upon their conditional acceptance to our medical school. The purpose of conducting a criminal background check prior to admission is to ensure the health, welfare and safety of patients and others at Rowan-Virtua SOM.

This policy shall apply to all applicants conditionally accepted to, and students enrolled in or visiting educational programs that may include clinical experience in any facility that requires or may require a criminal background check to be performed on student as part of their educational program.

Process for Conducting and Reviewing Background Checks

Rowan-Virtua SOM participates in the centralized American Association of Colleges of Osteopathic Medicine (AACOM) Application Service/Certiphi, Inc. Screening process.

Once a student is accepted to Rowan-Virtua SOM, they must sign a form authorizing Rowan-Virtua SOM to receive a criminal background check performed on them by the consumer reporting agency (currently Certiphi, Inc.) to conduct such checks. Accepted students must also complete an Accepted/Applicant/Enrolled Students Disclosure Form requiring information about previous convictions and/or guilty or no contest pleas to crimes, misdemeanors or other offenses including military dishonorable discharges. Failure to submit the background check will disqualify the students from acceptance to the medical school.

The authorization and disclosure forms are included with the student's acceptance packet forwarded to them by the admissions office. Students are to complete the forms and return them (signed) to the admissions office authorizing the criminal background check.

For the centralized criminal background check process to begin, Certiphi screening will receive an electronic feed from Liaison with preliminary applicant data once the decision code in WebAdmit (AACOMAS centralized application) to **Offer Accepted**. This occurs within 24 hours after the decision code has been updated in WebAdmit.

Certiphi, Inc. contacts the applicant via a conditional acceptance email with instructions for completing the online application (within ApplicationStation) by supplying Certiphi, Inc. with information needed to perform the background check. Certiphi, Inc. will also require the student's authorization to process the case report. Students are responsible to pay the criminal background check fee directly to the consumer reporting agency, Certiphi, Inc.

Deferred applicants will be required to undergo two background checks. The first will be conducted after the initial, conditional offer of admission. This MUST be successfully completed, and the admissions offer finalized prior to the Admissions Committee considering a request for deferment. Assuming the deferment request is granted, the student will be required to undergo a second background check as part of the application cycle for the class in which the applicant intends to matriculate.

Occasionally, criminal background checks may be required by some hospitals just prior to a clinical rotation. If that occurs, students will be responsible for the cost of additional background checks.

Internal Process for Evaluation of Criminal Background Checks

After receipt of the Student Authorization Form and Disclosure Form, the Admissions Office will process the criminal background check to be conducted by the consumer reporting agency engaged by Rowan-Virtua SOM. An ad hoc committee will be formed in the event of a finding of the review. If there is a finding, applicants will have the opportunity to submit written comments to the Admissions Office within ten (10) calendar days of the date the Office notifies the applicant that their file is being referred to the Committee.

The Ad Hoc Committee will be established by the Dean and will include the Assistant Dean for Admissions, Associate Dean for Student Affairs, the Vice Dean and any others deemed appropriate by the Dean. An attorney from the Rowan-Virtua SOM General Counsel Office serves as counsel to the Committee. The Committee shall meet on an as-needed basis to review applications referred to it by the Admissions Office. As necessary, Committee members may participate by telephone.

The Committee will review the background check report, any additional information provided by the applicant, and any other information it considers relevant. Rowan-Virtua SOM may independently seek

additional information about the incident that is the subject of the report. If it does so, it will share any additional information obtained with the Committee and the applicant. Students may be asked to appear before the committee to explain the findings on the criminal background check. Each case will be considered on an individual basis. Offers of admission will not be considered final and enrollment will not be permitted until the background check, with results deemed favorable by Rowan-Virtua SOM. If the results of the background check(s) are not deemed favorable by Rowan-Virtua SOM, or if information received indicates that the student has provided false or misleading statements, has omitted required information, or in anyway is unable to meet the requirements for completion of the program, the admissions may be denied or rescinded, or the student may be disciplined or dismissed.

If an accepted applicant's admission is denied or rescinded, or an enrolled student is subject to an adverse action, or a visiting student refused based on information obtained from a criminal background report, the accepted applicant or enrolled student will be advised of the name and address of the consumer reporting agency that furnished the report, and the right to dispute the accuracy or completeness of any information contained in the report by contacting the consumer reporting agency directly.

For students who matriculate at Rowan-Virtua SOM, the portion of the admissions file that is forwarded to the Registrar's Office to begin the student's academic file will include a notation that a pre-admission background check was conducted and reviewed, and that a final offer of admissions was made after that review. Records related to background report for applicants who do not successfully matriculate, but for whom a background check is released to Rowan-Virtua SOM, shall be maintained with the applicant's admissions file for one (1) year in the Admissions Office.

Students must also agree to notify the School of any convictions, guilty pleas or no contest pleas to any crime, misdemeanor or other offense, and of any arrests, detentions, charges or investigations by any law enforcement authorities, which occur subsequent to the applicant's/student's submission of the Accepted Applicant/Enrolled Student Disclosure Form. **Notification is required the next business day following the reportable event. If next day reporting is not feasible, the student must notify the School within a reasonable period of time, considering the nature of the offense, and in no event later than ten (10) working days following the event.**

Essential Functions for Admissions, Matriculation, Promotion and Graduation

The Rowan-Virtua School of Osteopathic Medicine is committed to the admissions and matriculation of qualified candidates to educate future health care professionals that represent our diverse national population. Rowan University and Rowan-Virtua SOM policy is that all students, employees and applicants have equal opportunity. Discrimination against applicants due to race, color, religion, gender, sexual affectation and orientation, gender identity, national origin, disability, age, military status, veteran status and any other category protected by applicable law, is illegal.

Because the DO degree signifies that the holder of such a degree is prepared for entry into the practice of medicine within postgraduate training programs, it follows that graduates must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for the DO degree must be able to consistently, quickly and accurately integrate all information received, and have the intellectual ability to learn, integrate, analyze, and synthesize data.

A candidate for the DO degree must have multiple abilities and skills, including: observation, communication, motor, conceptualization, integrative and quantitative, and behavioral and social. Accommodation is available to assist with a variety of disabilities. Under all circumstances, a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary means that a candidate's judgment must be mediated by someone else's power of selection and

observation. Therefore, ordinarily, the use of an intermediary in the clinical setting is not permitted.

Observation

Candidates and students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises in the basic sciences. This will require the candidate to observe material at a distance and close-at-hand (such as overhead projections and slides) and organisms and structures through a microscope. Candidates and students will be required to observe a patient accurately at a distance and close-at-hand to interpret radiographs and other graphic images and digital or analog representations of physiological phenomenon (such as EKG's). Consistent with being able to assess asymmetry, range of motion, and tissue texture changes, it is necessary to have adequate visual capabilities for proper evaluation and treatment integration. The observation and information acquisition will require candidates and students to have functional, visual, auditory and somatic sensations, enhanced by the functional use of other sensory modalities.

Communication

Candidates and students must be able to communicate effectively in English with faculty, other care workers, other students, and patients. They must be able to directly communicate effectively with patients in speech, writing and listening.

Motor

Candidates and students should have sufficient motor function to execute movements reasonably required to provide patients with general care, emergency treatment, and osteopathic treatment. This requires proper posture, upper and lower extremity strength and adequate tactile sensory ability. Students should be able to assist patients in positioning for osteopathic procedures. Students must be able to maintain all physical, emotional and cognitive skills needed to become an osteopathic physician.

Professionalism

Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibility's attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients.

Compassion, integrity, ethical standards, concern for others, appropriate hygiene and appearance, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational processes.

Candidates and students must also be able to tolerate physically taxing workloads and schedules and to adapt to chaotic environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients.

Intellectual, Conceptual, Integrative and Quantitative Abilities

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physicians, requires all those intellectual abilities.

Students will be judged during the course of study on their acquisition of the knowledge necessary for the practice of medicine, their ability to perform the aforementioned essential skills, and their physical and behavioral capacities to meet the full requirements of the school's curriculum.

A student whose behavior or performance raises questions concerning their ability to fulfill the essential functions may be required to obtain evaluation and/or testing by a health care provider designated by the School, and to provide the results to the Student Health Service for the purpose of determining whether the student is fit to pursue the educational program. If the student is deemed fit to pursue the

program, the School reserves the right to require actions recommended by the health care provider, including further testing, counseling, monitoring, leave of absence, etc.

The Rowan-Virtua School of Osteopathic Medicine will, if requested, provide reasonable accommodations to otherwise qualified enrolled student and candidates with disabilities unless: a) such accommodations impose an undue hardship to the institution, or b) direct threats of substantial harm to the health and safety of others due to the disability cannot be eliminated by any reasonable accommodations available that would allow the student to perform the essential functions, or c) such accommodations fundamentally alter the educational program or academic standards.

Disability Services are provided by the Office of Academic Affairs and the Center for Student Success staff and the Director of Academic Affairs who facilitate the provision of these services and accommodations for students. Accommodations are determined on an individual basis using disability documentation and in consultation with the student. Students seeking accommodations should first contact the Assistant Dean of Academic Affairs at 856-566-6980. Additional information is also available on the Center for Student Success' website: <http://www.rowan.edu/som/education/CTL>.

Inability to Perform Essential Functions and Students with Impairments

If a student's behavior or performance deviates significantly from the requirements of the Essential Functions or suggests that the student may not be able to fulfill all of the Essential Functions, the School shall designate an appropriate official(s) to engage in a dialogue with the student. Such dialogue shall explore whether resources are available to assist the student, whether an evaluation by a health care provider or other evaluator is appropriate, and whether the student is otherwise qualified to participate in the academic program, with or without reasonable accommodations. This impairment may be due to substance and/or alcohol abuse or dependency, mental disorder, or other medical disorders. Signs and symptoms of such impairment could include, but are not limited to, a pattern of the following:

- unusual or inappropriate behavior
- negative changes in academic performance
- frequent or unexplained absences and/or tardiness from academic responsibilities
- frequent or unexplained illnesses or accidents
- conduct which may constitute violations of law, including citations for driving while impaired
- significant inability to contend with routine difficulties and act to overcome them.

The student may be required to obtain evaluation and/or testing by a health care provider or other appropriate evaluator designated by the School, and to provide the results to the campus Student Health Service or Student Wellness Program for the purpose of determining whether the student is fit to pursue the educational program. If the student is deemed able to fulfill all Essential Functions, the School reserves the right to require actions recommended by the health care provider or other evaluator, including further testing, counseling, monitoring, leave of absence, or such other requirements as the School deems appropriate.

If the School official who conducts the dialogue with the student concludes that the student is not able to fulfill all of the Essential Functions, the official may recommend that the student request a leave of absence or withdraw from the School.

If the student does not request a leave of absence or withdraw, the official may refer the matter to the School committee authorized to make recommendations concerning student academic standing. The committee shall conduct a review in accordance with its academic hearing procedures and shall make a recommendation to the Dean as to whether the student should be dismissed due to inability to fulfill the Essential Functions. The Dean shall consider the committee's recommendation and render a final decision in accordance with the School's procedures for review of academic actions.

If the School official who conducts the dialogue determines that the student’s conduct or statements seriously interfere with the University’s missions or jeopardize the safety and/or welfare of the student and/or others, or constitute a threat to property, the School may place the student on Involuntary Leave of Absence or Involuntary Withdrawal without referring the matter to the School committee, pursuant to applicable Rowan University and School policies and procedures.

Immunization and Health Requirements

Enrollment and continued enrollment of accepted students to the Rowan-Virtua School of Osteopathic Medicine is conditional, based on the results of certain laboratory tests and fulfillment of immunization and other health requirements. Students who do not comply with Student Health requirements may have their acceptance withdrawn or be subject to disciplinary action or dismissal.

EXHIBIT A

Summary of Student Immunization and Health Requirements*

SUMMARY OF STUDENT IMMUNIZATION AND HEALTH REQUIREMENTS*	CLINICAL ACTIVITIES, WITH RISK OF EXPOSURE TO BLOOD OR	CLINICAL ACTIVITIES, WITH NO RISK OF EXPOSURE TO	NO CLINICAL ACTIVITIES BUT RISK OF EXPOSURE TO BLOOD OR	NO CLINICAL ACTIVITIES & NO RISK OF EXPOSURE TO
	POTENTIALLY INFECTIOUS BODY FLUIDS	BLOOD OR POTENTIALLY INFECTIOUS BODY FLUIDS	POTENTIALLY INFECTIOUS BODY FLUIDS (e.g., in labs or in research)	BLOOD OR POTENTIALLY INFECTIOUS BODY FLUIDS
Complete history and PE	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Hepatitis B - serology; 3 doses of vaccine (at least one dose prior to any activities with any risk of exposure) AND serologic proof of immunity	SEROLOGY REQUIRED VACCINE OR PROOF OF IMMUNITY REQUIRED POST-VACCINATION SEROLOGY REQUIRED	VACCINE OR PROOF OF IMMUNITY REQUIRED	VACCINE OR PROOF OF IMMUNITY REQUIRED POST-VACCINATION SEROLOGY REQUIRED	VACCINE OR PROOF OF IMMUNITY REQUIRED
TB testing	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Measles - serologic proof of immunity	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Mumps - serologic proof of immunity	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Rubella - serologic proof of immunity	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Influenza - annual dose of vaccine in the fall	REQUIRED	REQUIRED	REQUIRED IF LOCATED IN ANY PATIENT-CARE FACILITY RECOMMENDED FOR ALL OTHERS	REQUIRED IF LOCATED IN ANY PATIENT-CARE FACILITY RECOMMENDED FOR ALL OTHERS
Varicella - serologic proof of immunity	REQUIRED	REQUIRED	REQUIRED IF LOCATED IN ANY PATIENT-CARE FACILITY RECOMMENDED FOR ALL OTHERS	REQUIRED IF LOCATED IN ANY PATIENT-CARE FACILITY RECOMMENDED FOR ALL OTHERS
Tetanus-diphtheria-pertussis - primary series plus Tdap booster	REQUIRED	REQUIRED	REQUIRED IF LOCATED IN ANY PATIENT-CARE FACILITY RECOMMENDED FOR ALL OTHERS	REQUIRED IF LOCATED IN ANY PATIENT-CARE FACILITY RECOMMENDED FOR ALL OTHERS
Polio - Primary 3-dose series of vaccine or booster dose(s)	RECOMMENDED	RECOMMENDED	RECOMMENDED	RECOMMENDED
Meningococcal meningitis – 1 dose of vaccine	REQUIRED IF RESIDING IN UNIVERSITY STUDENT HOUSING	REQUIRED IF RESIDING IN UNIVERSITY STUDENT HOUSING	REQUIRED IF RESIDING IN UNIVERSITY STUDENT HOUSING	REQUIRED IF RESIDING IN UNIVERSITY STUDENT HOUSING
COVID-19 – 3 dose series	REQUIRED*	REQUIRED*	REQUIRED*	REQUIRED*

*See full policy for details and for exceptions/ exemptions.

Candidates and students are advised to contact the Office of Admissions for additional and/or specific advice.

COVID -19 Vaccination Process

Rowan-Virtua SOM adopted a mandatory COVID-19 vaccination policy for the 2021-2022 academic year. All students are informed by the Rowan-Virtua SOM Department of Student Health that they are required to provide either documentation of vaccination (copy of vaccination card) or a signed declination of vaccination form prior to July 1, 2021. Current students can email or fax their vaccination/declination form by email or fax to the Director of Student Health and incoming students may upload that information to their health portal along with verification of their health requirements listed above.

Policy on Tuition and Fees

Tuition and fees for each semester are payable in advance. There is a late fee of \$25.00 per month for unpaid balances. A student receiving financial aid is subject to loan conditions. A student may arrange with the Business Office for a deferred payment plan as follows:

- payment of all fees plus one-half of the tuition before or upon registration; or
- payment of one-quarter of the tuition 30 days after the registration date and one-quarter 60 days after enrollment.

Any student who elects to use the deferred payment plan and finds it impossible to meet this obligation must contact the Bursar's Office immediately to make alternate arrangements.

Students may not continue enrollment, be awarded a degree or certificate, or receive documents including, but not limited to, transcripts and grades, until all financial accounts are fulfilled to the satisfaction of the Bursar's Office (see University Policy on Student Tuition and Fee Obligations).

<http://www.rowan.edu/adminfinance/bursar/index.html>

<http://www.rowan.edu/adminfinance/bursar/payment.html>

http://www.rowan.edu/som/financialaid/publications/stu_aid.htm

With the exception of military leave, students in Rowan-Virtua SOM who withdraw, take an official leave of absence, or are dismissed from the University during the first third of the semester will be granted a 75% tuition refund.

Lightened Load students repeating one course for credit will be assessed 25% of full tuition. Lightened Load students repeating two courses for credit will be assessed 50% of full tuition. Lightened load students are responsible for all applicable student fees. Any exceptions will be determined by the Associate Dean of Student Affairs.

Upon notification by the Bursar's Office, the school's Registrar will be responsible for encumbering records of a student whose account is past due.

Prerequisites

Admission to Rowan-Virtua SOM is competitive. The Admissions Committee requires that each candidate submit results from the Medical College Admission Test (MCAT). The MCAT is administered by the American College Testing Service. Applicants may obtain MCAT registration information by writing or calling:

Association of American Medical Colleges (AAMC) Admissions Test
665 K Street, NW, Suite 100, Washington, DC 20001-2399
202-828-0690

In addition, a letter of recommendation from the Pre-Professional Advisory Committee or letters of recommendation from two science faculty are required. No application will be reviewed by the Admissions Committee until letters of recommendation, MCAT scores, the secondary application, and related fees have been received. Official transcripts shall be obtained directly from all colleges and universities which the student has previously attended. Those applicants whose credentials are judged to be most competitive will be invited for an interview. Interviews are not granted at an applicant's request. Applicants who are not considered for the first round of interviews may be considered for further review. Candidates whose credentials are considered non-competitive will be notified in a timely manner.

Deadline for submission of all application materials to Rowan-Virtua SOM's Admissions Office is February 1st of the year in which admission is desired.

Residency Requirement (In-State/ Out-of-State)

See Rowan-Virtua SOM Residency Statement <https://som.rowan.edu/documents/in-stateresidencypolicy.pdf>

Student Body

The total enrollment in the 2022–2023 academic year was 935; of this total, 496 are women and 548 are from minority groups, 151 from underrepresented minority groups, and 739 are New Jersey residents.

Transfer Policy and Procedures

Transfer applicants who are seeking credit for one or two academic years spent at another COCA accredited osteopathic medical school must meet the requirements and submit the documents listed below. The Vice Dean and the Associate Dean for Curriculum both review transfer student applications to determine the equivalency of course work. If there is a deficiency in comparison to the curriculum at Rowan-Virtua SOM, independent summer coursework prior to a second-year transfer or additional coursework during the academic year may be necessary to meet the Rowan-Virtua SOM required competencies.

A. Eligibility for transfer

1. Transfer requests are only considered for applicants attending an osteopathic medical school accredited by the Commission on Osteopathic College Accreditation (COCA). Transfer requests are not considered for applicants attending a medical school accredited by the Liaison Committee on Medical Education (LCME), nor from International medical schools. Students dismissed from any medical school will not be considered.
2. Applicant may request a transfer into the second (2nd) or third (3rd) year class.
3. Students transferring into the 3rd year class must have a passing COMLEX score to be considered.

B. Applicants requesting a transfer must submit or complete the following:

1. A letter officially requesting the transfer along with the reason for the transfer request
2. Official transcripts from each institution in which the applicant matriculated, including: Undergraduate, graduate school and medical school transcripts, including grades from all Programs attended
3. Detailed course descriptions and syllabi of all courses they've completed at their current medical school
4. Official copy of MCAT score(s)
5. If requesting a transfer into the third (3rd) year class must submit the results of their COMLEX-Level 1 score.
6. Pay and sign a release for a Criminal Background Check
7. Note: If an applicant has previously applied to Rowan-Virtua SOM the admissions office will obtain their AACOMAS application from the application cycle in which they applied, along with their previous letters of recommendation, transcripts and MCAT scores.

C. Transfer requests will not be granted to applicants for the following reasons:

1. The student is not in good academic standing at their current institution

2. The student has failed their COMLEX Level 1 exam
 3. The student was interviewed and rejected by the Admissions Committee on a previous application to Rowan-Virtua SOM
- D. Transfer requests may be granted if the following is verified:
1. The applicant is in good standing
 2. Any student applying for a transfer has a satisfactory face-to-face or video interview
 3. A letter from the appropriate Dean verifying that the student has no honor code or non- Academic disciplinary actions
 4. The student passed their COMLEX Board Exam (if requesting a transfer into 3rd year)
 5. The student has cleared a criminal background check
 6. It has been determined by the Vice Dean that there is space available in the class in which the student is being considered. The Associate Dean for Curriculum can make that determination along with Registrar if the Vice Dean is not available.

Transfer Credit for Advance Standing in Science Courses

Due to the thoroughly integrated nature of the new curriculum, there is no advanced standing credit given for students who have matriculated into the Tensegrity curriculum.

Deferment Policy

1. Accepted students have no “Right” to a deferment.
2. Only accepted applicants may request a deferment.
3. Applicants may request a deferment for the following reasons:
 - a. Illness
 - b. Death of a family member
 - c. Military requirements
 - d. Other non-academic crisis that will seriously impact the applicant’s ability to succeed as a medical student
4. Applicants requesting a deferment will be expected to submit a letter explaining their reason for deferment and provide documentation of the condition/situation for which a deferment is requested. The documentation should be sent to the Assistant Dean for Admissions.
5. The Assistant Dean for Admissions in consultation with the Vice Dean will make a decision regarding the deferment. The Chair of the Admissions Committee will be consulted if the Vice Dean is not available.
6. The Applicant may appeal unfavorable decisions to the Vice Dean or the Dean if the Vice Dean is not available.
7. No Deferments will be considered within two weeks of the registration date.
8. A Deferment, when granted, is for one year only. Should an applicant need additional time, they would be required to reapply to the school.
9. Note that job commitments do not qualify as a reason for deferment.

Tuition and Fees

The following tuition and fees, as well as types of fees, are subject to change without notice.

Applicant Fees

Tuition Deposit	\$150.00	(Nonrefundable)
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Each student selected for admission is given notice of favorable action on their application and is required to submit their acceptance deposit according to AACOMAS Traffic Guidelines found here:

<https://choosedo.org/wp-content/uploads/2020/08/2020-2021-Student-Guide-ACCESSIBLE-WEB-Aug17.pdf>

(After May 15, accepted students are asked to submit an immediate deposit).

Rowan-Virtua SOM Costs of Attendance/Tuition & Fees for AY 2023-2024 (per academic year):

	NJ Resident	Non-NJ Resident
Tuition	\$44,628.00	\$70,826.00
General Services Fee	\$710.00	\$710.00
Technology Fee (1 st year only)	\$325.00	\$325.00
Technology Fee (years 2, 3 & 4)	\$325.00	\$325.00
Medical Kits (1 st year only) (AY19-20)	\$1,125.00	\$1,125.00
Computer Fee (1 st year only)	\$1,220.00	\$1,220.00
Question Bank Fees (approximate) (\$239 billed year 1, \$400 billed year 2 and \$823 billed year 3)	\$1,561.00	\$1,561.00
Health Insurance Fee*(AY23-24)	\$6,548.00	\$6,548.00
Disability Insurance Fee	\$56.00	\$56.00
Graduation Application Fee (4 th year only)	\$100.00	\$100.00
Maintaining Matriculation Fee	\$50.00	\$50.00

*Health Insurance is an annual payment for single student negotiated by the University in June of each year; cost for AY23-24 is \$6,548. Automatic enrollment in the student health plan offered through the University or completion of the online waiver indicating comparable coverage through an approved plan. https://www.universityhealthplans.com/letters/letter.cgi?group_id=559

Also see, "SOM Cost of Attendance" at <https://som.rowan.edu/education/financialaid/tuition.html>

and Rowan-Virtua SOM Residency Statement <https://som.rowan.edu/documents/in-stateresidencypolicy.pdf>

❖ Curriculum

Medical Education at Rowan-Virtua SOM

The Tensegrity Curriculum

The Rowan-Virtua School of Osteopathic Medicine (Rowan-Virtua SOM) is dedicated to providing excellence in medical education with an underlying emphasis on primary health care and community health services. The School is dedicated to developing compassionate and culturally competent physicians and has been recognized for educational excellence in primary care, geriatric education and osteopathic manipulative medicine. The learning environment is based on principles of adult learning including independent self-directed learning and respect for the individual learner. Students will begin interacting with patients in the first year of their medical education. Osteopathic concepts and methods and an interdisciplinary approach are integrated throughout the curriculum.

Rowan-Virtua SOM engaged in a Curriculum Renewal process and implemented the Tensegrity Curriculum (see Tensegrity Curriculum section below), an integrated competency-based curriculum developed by the faculty and implemented in the fall of 2019. The curriculum is based on the Competencies of the American Osteopathic Association, and organized in six domains, with Osteopathic Philosophy and Practices (OPP) and Osteopathic Manipulative Medicine (OMM) integrated into each domain:

1. Medical Knowledge
2. Osteopathic Patient Care
3. Interpersonal and Communication Skills
4. Professionalism
5. Practice Based Learning and Improvement
6. Systems Based Practice

The curriculum utilizes many teaching and learning techniques including lecture/discussion, team-based learning, small group sessions, online learning, standardized patient encounters, simulation, bedside teaching while supervised by preceptors, and community involved primary care projects. There is an increase in case-based learning, starting in year one. This learning technique is student-directed learning in small groups based on cases written and facilitated by faculty members.

This curriculum decreases the classroom time for first- and second-year pre-clerkship students. Annual review of the curriculum seeks to eliminate redundancy, utilize online resources where appropriate, and incorporate student-directed learning techniques in the design process.

Curricular Options and Summary

Rowan-Virtua SOM has two tracks for its pre-clerkship curriculum; a synergistic guided learning (SGL) track and a problem-based learning (PBL) track. The two tracks are merged during the clerkship years.

Overview of the Track Formats

The Synergistic Guided Learning (SGL) Track at Rowan-Virtua SOM

The SGL track is largely lecture based and has an organ-based format. Students who prefer more structure to their curriculum would benefit from this track. In the Tensegrity curriculum, organ systems have been recombined into blocks that reflect a more intuitive progression of learning. Each block repeats a cyclical process that presents ideal, normal human structure and function then describes the progression of diseases, their diagnosis and treatments. For example, basic science sessions centered on normal regulation of blood pressure are followed by clinical sessions centered on evaluation and management of hypertension. This allows the relevance of basic sciences to be immediately apparent to the learner, allows for more team teaching by clinical and basic science faculty and reduce redundancy.

The Problem-Based Learning (PBL) Track at Rowan-Virtua SOM

The Problem-Based Learning track (PBL) is a curricular track was established to meet the needs of those applicants who find group discussions and more independent learning more appropriate to their learning style. The PBL track consists of small groups of students engaged in the presentation of a clinical case over several sessions. This is done with a facilitator who provides guidance for the students. The discussions of the patients are structured to enable students to create conceptual models to explain the problems presented in the case. This format is often preferred by students who like less structure and more team-based learning. PBL students share several courses with their SGL classmates during the pre-clerkship period and merge completely during clerkships.

What is Problem-Based Learning?

Problem-based learning is learning that results from the process of working toward the understanding and resolution of a problem through clinical cases. When students do not understand elements within a case, they are considered “problems”, or “learning issues”, and serve as the stimulus for acquiring the basic science knowledge needed to understand underlying mechanisms and they also serve as the focus for the development of clinical reasoning skills. Self-directed learning is motivated by a need to resolve the patient problems. Many patient cases are encountered in real and simulated clinical settings, providing valuable, early clinical experience.

The PBL Group Process

Students in PBL meet in a small group of approximately eight students with a trained faculty facilitator. Patient cases, presented in a carefully designed format, serve as stimuli for learning. Patient problems include the element of free inquiry. Thus, students approach the patient problems just as a physician does. They can ask any question, “perform” any item of physical examination, or order any diagnostic or laboratory procedure, as in the real clinical situation.

Using an electronic case platform, the PBL group begins with the patient’s presenting situation and proceeds to take a medical history, perform a physical examination of the patient, and order diagnostic tests, all as appropriate. Faculty facilitators guide students in reasoning their way through the patient’s problem. Significant findings are recorded by the group along with their hypotheses and learning issues, knowledge needed to better understand and to pursue further the patient problem. Using tutorial skills, the faculty facilitates students’ access to their own prior knowledge as well as their identification of the limitations of their knowledge. The faculty also guides students to articulate their knowledge of the relevant disciplines as it relates to the patient problem at hand. As students’ progress through the curriculum, they learn to reason through patient problems effectively and efficiently.

As mentioned, the need for information required to understand the problem generates learning issues for further study. Learning issues represent all relevant disciplines. Students, working independently or in small groups, then identify and use a variety of resources to study these issues and return to the group in order to discuss and share what they have learned and to apply their new knowledge to the problem. Students are expected to consult a variety of available resources while pursuing the learning issues.

As students return with knowledge and share it with their group, they apply it to the patient problem and are able to either confirm or reject their hypotheses. The group process allows for integration of learning, as students study all facets of the patient problem. Because the integration of knowledge is essential to medical problem solving, information from all relevant disciplines is studied and applied to each case. Many learning issues are repetitive and overlap between the units and years of the curriculum, helping to reinforce students’ learning. The group also assesses the resources brought to the group by each member. Groups have the flexibility to schedule as much time as they need for each case. A particularly complex case may require more or longer sessions.

While self-directed learning is an important element of the program, PBL track is not an independent study curriculum. Each student works as a member of the group in resolving patient problems. As a result, teamwork is an essential ingredient in problem-based learning. The PBL track appeals to students who enjoy self-directed as well as working with others in the small group learning process.

Tensegrity Curriculum

Year I-II Program - Pre-Clerkship

The pre-clerkship curriculum for both the SGL and PBL tracks is comprised of Blocks/Intersessions/Courses (BICs):

- System Blocks
- Intersessions
- Year Long Courses
 - Osteopathic Clinical Skills (OCS)
 - Medical Scholarship
 - Community Service Learning and Leadership

SGL	PBL
Circular Pass	Double Pass
OCS (SGL Version)	OCS (PBL Version)
Both Tracks Together	
Medical Scholarship	
Community Service Learning and Leadership	
Intersessions	
BRIDGE Weeks	

System Blocks:

SGL Track

Rowan-Virtua SOM's SGL curriculum is a circular-pass system- based design. In this format, organ systems have been recombined into blocks that reflect a more intuitive progression of learning. Blocks combine relevant basic and clinical sciences for the system being addressed. This will allow the relevance of basic sciences to be immediately apparent to the learner, allow for more team teaching by clinical and basic science faculty and reduce redundancy.

PBL Track

The PBL curriculum track is valued by students and facilitators for its independent learning format that uses a series of high impact clinical cases under the close guidance of a faculty facilitator working with small groups of students. The PBL curriculum track is based on a double-pass systems-based model, which allows students to develop Learning Issues (LIs) including both the basic sciences and clinical sciences over the pre-clinical years.

Block Content (applies to both Tracks)

Within each system block, each of the basic, clinical and medical practice disciplines are thoroughly covered and/or reviewed as appropriate. Note that OPP and Prevention, as central tenets of our profession, are highlighted in each block:

Anatomy	Histology	Osteopathic Principles & Practice
Biochemistry	History Taking & Diagnosis	Pathology
Clinical Medicine	Imaging/Radiology	Pharmacology
Ethics/Professionalism	Microbiology/Infectious Disease	Physiology

Genetics/Personalized Medicine	Neuroscience	Prevention
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Interessions

Both the SGL and PBL tracks will participate in interessions. These will occur during the pre-clerkship curriculum. There are 4 interessions in the first 2 years as well as an intensive foundations week for Medical Scholarship/Community Service Learning and Leadership. The interessions are:

OMS I	OMS II
Medical Scholarship Intensive Week	Human Sexuality
Health Systems Science I	Aging Successfully
	End of Life Care
	Health Systems Science II

Year Long Courses

Osteopathic Clinical Skills I and II

Osteopathic Clinical Skills is a skills and procedure based course that focuses on the development of students' abilities in history taking, physical/structural exam performance, osteopathic manipulative treatment and other procedures including point of care ultrasound. These courses are synchronized with the sequence of the pre-clerkship blocks (one version for the SGL track and another version for the PBL track) for best integration.

Longitudinal Courses

Two curricula will run during both pre-clerkship and clerkship years. Each will have required scholarly projects as requirements for graduation.

- Community Service Learning and Leadership (CSLL)
- Medical Scholarship

Community Service Learning and Leadership (CSLL) I - III

This curriculum is designed to meet our mission of producing culturally competent doctors and providing care to the underserved. In this longitudinal experience, students will gain first-hand knowledge of communities where health care disparities, risk factors, health literacy, and access to services impact the practice of medicine and influence the role of the primary care practitioner. They will also learn fundamental leadership skills, ethics and professionalism to help them effectively create a vision and execute it through management skills. It will culminate in the implementation of a required CSLL project. SGL and PBL tracks participate in CSLL together.

Medical Scholarship I - IV

This series of courses is intended to better support to student-driven research and scholarly activity. They span all four years and are dedicated to the fundamentals of research in medicine, evidence-based practice, and quality improvement and the gathering of tools that will be useful for the rest of the career journey. The course includes didactics on biostatistics, epidemiology, research design and implementation. It will also begin the process of compliance training, research communication, and scholarly presentation. It will culminate in a Capstone project - required scholarly work. This would be the final assignment to proudly synthesize all that the students have learned and help build a strong application for the next stage of their career. Students will have the opportunity to work with an advisor from the beginning of the course and are encouraged to work with their advisor in the development of a research question, the appropriate utilization of databases, execution of research project(s) when possible and composition of posters/manuscripts. SGL and PBL tracks participate in Medical Scholarship together.

Evaluation

Students are evaluated on the basis of, but not limited to, written examinations, laboratory exercises, performance in the standardized patient (SP) encounters, practical skills tests, and participation in small group discussions.

Evaluation methods vary depending upon block/intersession/course (BIC) goals, objectives and content and are described in the BIC syllabus. Each semester, students complete a mandatory confidential evaluation of BICs.

Grading

It is the responsibility of each Block/Intersession/Course (BIC) Director to describe in detail the performance criteria to meet each of Rowan-Virtua SOM's grading categories of Pass and Fail in the pre-clerkship years. This information, along with the method used to calculate the BIC grades, is provided in the BIC syllabus distributed at the beginning of the BIC. BICs that use multiple exams describe the "weight" of each exam toward the final grade and BICs that incorporate multiple evaluation measures (i.e., exams, practicals, labs, etc.) describe the "weight" of each measure toward the final grade.

Synergistic Guided Learning and Tensegrity PBL Curriculum System Organization

PBL Track

The PBL track is organized into ten primarily organ/systems based units over the 20 months of pre-clinical education. They proceed in the following order:

Year One

- Pulmonology I
- Cardiology & Nephrology I
- Gastroenterology I
- Endocrinology/Reproduction I
- Neuroscience & Musculoskeletal System
- Immunology/Rheumatology

The disciplines of Anatomy, Physiology, Biochemistry, Behavioral & Social Sciences, Humanities, and Clinical Medicine are emphasized during the first year. The patient problems encountered in these units provide a broad overview of medicine.

In the second year, the organ systems are revisited as follows, with a higher level of clinical integration:

Year Two

- Hematology/Oncology
- Cardiology/Nephrology/Pulmonology II
- Gastroenterology & Endocrinology/Reproduction II
- Neuroscience & Behavior Health

The second year emphasizes the disciplines of Pathology, Microbiology, Immunology, Pharmacology, Clinical Medicine, Radiology and Medical Humanities. Students encounter patient problems which represent these disciplines during each of the four units, while also revisiting the disciplines of the first year.

Synergistic Guided Learning Track

SGL has five Blocks in first year and four Blocks in second year.

Year One

- Integrated Musculoskeletal Anatomy
- Biomedical Foundations
- Rheumatology & Dermatology
- Brain & Behavior A/B
- Cardiology

Year Two

- Hematology, Pulmonology, & Nephrology
- Endocrinology & Reproduction
- Gastroenterology & Nutrition A/B
- Life Span: Pediatrics & Geriatrics

Curriculum Summary

SOM FIRST YEAR COURSES ACADEMIC YEAR 2023 - 2024

PBL (Problem Based Learning)

Year 1 Fall

Courses	Hours
Pulmonology I	37.5
Cardiology and Nephrology I	50
Gastroenterology I	35

Year 1 Fall and Spring

Osteopathic Clinical Skills I (PBL) A/B	97.25
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Year 1 Fall and Spring Common Courses

Community Service Learning & Leadership I A/B	48.5
Medical Scholarship I A/B	37

Year 1 Spring

Endocrinology/Reproduction I	42.5
Neuroscience and Musculoskeletal System I	42.5
Immunology/Rheumatology I	22.5

Year 1 Spring Common Courses

Health Systems Science I	16
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SGL (Synergistic Guided Learning)

Year 1 Fall

Courses	Hours
Integrated Musculoskeletal Anatomy	63
Biomedical Foundations	110.5
Rheumatology & Dermatology	28

Year 1 Fall and Spring

Osteopathic Clinical Skills (SGL) A/B	92
Brain & Behavior A/B	146.5

Year 1 Fall and Spring Common Courses

Community Service Learning & Leadership I A/B	45.5
Medical Scholarship I A/B	45.5

Year 1 Spring

Cardiology	88.5
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Year 1 Spring Common Courses

Health Systems Science I	16
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SOM SECOND YEAR COURSES ACADEMIC YEAR 2023 - 2024

PBL (Problem Based Learning)

Year 2 Fall

Courses	Hours
Hematology and Oncology	37.5
Cardiology/Nephrology/ Pulmonology II	50
Gastroenterology and Endocrinology/Repro II	40

SGL (Synergistic Guided Learning)

Year 2 Fall

Courses	Hours
Hematology, Pulmonology, and Nephrology	125
Endocrinology and Reproduction	94
Gastroenterology & Nutrition	67

Year 2 Fall and Spring	
Osteopathic Clinical Skills II (PBL)	91.5
Neuroscience & Behavior Health	42.5
Year 2 Fall and Spring Common Courses	
Community Service Learning & Leadership II	29.5
Medical Scholarship II	25
Year 2 Spring	
No Spring only PBL 2 courses	
Year 2 Spring Common Courses	
Epidemiology and Biostatistics	12
Clerkship Clinical Skills	46
Health Systems Science II	15
Aging Successfully	22
Human Sexuality	25
End of Life	23

Year 2 Fall and Spring	
Osteopathic Clinical Skills (SGL) II	75.5
Year 2 Fall and Spring Common Courses	
Community Service Learning & Leadership II	29.5
Medical Scholarship II	25
Year 2 Spring	
Life Span: Pediatrics and Geriatrics	
Year 2 Spring Common Courses	
Epidemiology and Biostatistics	12
Clerkship Clinical Skills	46
Health Systems Science II	15
Aging Successfully	22
Human Sexuality	25
End of Life	23

Clerkship Years 2-4 are identical for both the PBL and SGL Curriculum students.

Course/Clerkship	2-3 rd Year (Weeks)	4 th Year (Weeks)
Aging Successfully	1	
*Cardiology	4	
*Clerkship Clinical Skills	2	
*Community Service Learning.....	2	
*End of Life Care	1	
*Epidemiology and Biostatistics	1	
*Family Medicine	8	
*General Internal Medicine	8	
*Geriatrics	4	
*Health Systems Science II	1	
*Human Sexuality.....	1	
*Neuromuscular Medicine and Pain Management.....	2	
*Obstetrics and Gynecology.....	4	
*Osteopathic Manipulative Medicine	2	
*Psychiatry	4	
*Pediatrics.....	4	
*Surgery/Anesthesiology	6	
*Medical Scholarship III	throughout Year Three	
Total Weeks of Instruction	55	
*Critical Care	2	
*Emergency Medicine.....	4	
Subspecialty	4	
Electives.....	20	
Medical Humanities	throughout Year Four	
Osteopathic Principles and Practice.....	throughout Year Four	
Total Weeks of Instruction	30	

* Core Rotations

**Critical Care can include ICU, NICU, PICU, and SICU.

Integration of Basic Science, Clinical Medicine and OMM

The curriculum strives to integrate basic science and clinical medicine. The practice-based learning interpersonal communication, and systems-based practice competencies are integrated throughout the year.

Instruction in osteopathic Principles and Practices (OPP) including OMM continues throughout every year of the medical school curriculum. The learning formats allow for increased integration of OMM, especially in Year Two when instruction focuses on the patient's clinical presentations that are discussed that week. OMM is also integrated into case-based learning cases and many standardized patient encounters.

Clerkship years are identical for both the PBL and SGL Curriculum students.

Core Clerkships

Core clerkships begin at the end of year 2 for the Tensegrity. Clerkships focus more on clinical education and are where SGL and PBL curriculum tracks merge. The basic principles of medical practice are taught in a combination of classroom, ambulatory, and hospital settings. Clinical Osteopathic Manipulative Medicine is integrated throughout core rotations. Because a large percentage of our faculty are DOs, the students have the opportunity to get reinforcement of their OPP/OMM skills in many rotations. In all clerkships, students learn patient care, develop clinical technical skills and serve as members of a medical team. Students spend time with clinical faculty in the at instructional (See Hospital Contacts) sites in the region.

Currently, students spend time in core specialty rotations, where they learn basic clinical procedures and standard operating procedures of the hospital and office practice. Radiology is woven throughout the core rotations with online "CORE" cases, so students can learn radiographic concepts in a discipline-based context.

Year Four

The fourth-year instructional format includes a series of clinical experiences with a significant amount of flexibility for students to plan their year according to their specialty choices. Students can plan up to 20 weeks of electives in the fourth year. The student is given patient-care responsibilities on each service through which they rotate. Instruction takes place at the bedside and in clinical conferences. During the year, students develop skill and competency in history taking and physical examination, creating a differential diagnosis, ordering and interpreting laboratory tests; learning procedures in making a diagnosis and providing treatment; establishing professional relationships with patients; and participating in the management of patient care with the team of health care providers during the hospital stay.

The fourth-year schedule includes ten weeks of "flex time," which allows students greater flexibility in scheduling residency interviews, while also accommodating off-cycle electives at other institutions. It can also be used to do additional elective rotations if desired by the student.

FIRST YEAR CLASS SCHEDULE AND EXAM SCHEDULE

The first-year class and exam schedules can be accessed online at: <https://rowansom.one45.com/cal/>

FIRST YEAR COMMON COURSE DESCRIPTIONS

FMED 6120M/6121M Community Service Learning and Leadership I (CSLL I) A/B

Kristin Bertsch, PhD, Course Director

This is the first part of a longitudinal curriculum designed to meet the Rowan-Virtua SOM mission of producing

culturally humble, responsive, and competent physician leaders that are prepared to provide care to and work with underserved communities. In this first year, students will learn fundamental skills including but not limited to, emotional intelligence, confronting implicit bias, ethics, professionalism, and working in interprofessional teams to help them effectively create inclusive and collaborative healthcare environments for their patients and colleagues using effective leadership skills. They will also gain first-hand knowledge about communities where health care disparities, risk factors, health literacy, and access to services impact the practice of medicine and influence the role of the primary care practitioner. CSLL 1 content moves students from self-reflection and awareness of the student's professional self, to understanding their professional selves in relationship to group and team dynamics, to then understanding themselves in relationship to underserved communities. Finally, CSLL Year 1 prepares students for additional work in health equity, social justice, and leadership skills in CSLL Year 2 and a community-based clerkship in CSLL Year 3. Both the SGL and PBL tracks will participate in CSLL curriculum.

OST 6150M - Health Systems Science I Interession

Adarsh Gupta, DO, Interession Director

This is the first of a two-part curriculum that will provide a fundamental understanding of how healthcare is delivered at an individual and system level and how the healthcare system can improve patient care and health care delivery. Health Systems Science (HSS) will emphasize how understanding the role of social determinants of health, leadership, technology, and patient improvement strategies will help transform the future of healthcare and ensure greater patient safety and satisfaction.

OST 6130M/6131M Medical Scholarship I A/B

Venkateswar Venkataraman, MS, PhD, Course Director

Medical Scholarship 1 is the first part of a four-year longitudinal curriculum designed to foster a knowledge base in the fundamentals of research, critical to a career in any of area of medicine. The course will include didactics on biostatistics, epidemiology, evidence-based medicine, medical informatics, research methods, quality improvement and patient safety, research methods, research ethics, study hierarchy, scientific writing, and other critically appraised topics. Across all activities, students will be exposed to overarching concepts and critical language for implementing and interpreting research. Students will demonstrate integration of knowledge through the completion of authentic individual and group assignments. The course will focus on synthesizing and translating evidence that will inform clinical and research practices and on working as part of a team.

SGL FIRST YEAR COURSE DESCRIPTIONS

CBIO 6100M - Integrated Musculoskeletal Anatomy

Nicole Robinson, M.S., Block Director

Integrated Musculoskeletal Anatomy (IMA) introduces students to the gross anatomy of the musculoskeletal system (bones, joints, muscles, and neurovascular structures) of the back and extremities. This course emphasizes functional and clinically relevant aspects of anatomy. Coursework includes lectures and laboratory components where students will explore the human body through cadaveric dissection, imaging, and other materials.

MBIO 6200M - Biomedical Foundations

Susan Muller-Weeks, PhD, Block Director

The goal of this block is to provide students with a fundamental understanding of the biochemical basis of life processes on a molecular level. This block is divided into 3 units and introduces students to basic concepts of biochemistry, immunology, microbiology, and pharmacology. The Biomolecules and Cells unit delivers a foundational introduction to biochemistry. The unit on Host Defenses focuses on the immune system and its involvement in health and disease. Finally, the Disease Processes, Prevention and Treatment unit provides an overview of the basic biology of microbial pathogens and the mechanisms by which microbes cause disease. It also

introduces essential principles of pharmacology, disease prevention and pathology.

MED 6300M - Rheumatology and Dermatology

Michael Guma, MD, Block Director

The goal of the Rheumatology and Dermatology Block is to provide students with a broad-based education, cycling through the normal structure and function of the musculoskeletal and dermatological systems to pathology, diagnosis, and treatment of diseases in those system. With regard to the musculoskeletal system, the focus will be on inflammatory diseases. This block addresses the evaluation, management, and treatment of rheumatological and dermatological medical problems. This incorporates the comprehensive services of disease prevention, early detection, and health promotion.

PSYC 6400M/6401M - Brain and Behavior A/B

Alexandra Ranieri-Deniken, PhD, Block Director

The Brain and Behavior Block is a combination of neuroscience, neurology, gross anatomy of the head and neck, psychiatry, and pain management, providing students with a broad-based education in these areas. Content will cycle through the normal anatomy and function of the central and peripheral nervous systems to pathology diagnosis and treatment of disease. This block also incorporates the evaluation, management and treatment of neurological and mental health diseases. This incorporates the comprehensive services of disease prevention, early detection and health promotion.

MED 6500M - Cardiology

Peter Bulik, DO, Block Director

The goal of the Cardiology Block is to provide students with a broad-based education in cardiovascular medicine; cycling through the normal structure and function of the cardiovascular system to pathology diagnosis and treatment of disease. Students will apply their basic science knowledge to the practical clinical skills of caring for patients with cardiovascular diseases including coronary artery disease, vascular heart disease and hypertension. Students will be expected to be able to make appropriate decision making; diagnosing, evaluating and treating patients with cardiovascular disease utilizing standard techniques. This incorporates the comprehensive services of disease prevention, early detection and health promotion.

OST 6140M/6141M Osteopathic Clinical Skills I A/B

Millicent King Channell, DO, Course Director

Osteopathic Clinical Skills (OCS) is a skills and procedure based course that focuses on the development of students' abilities in history taking, physical/structural exam performance, osteopathic manipulative treatment and other procedures including point-of-care ultrasound (POCUS). This course is synchronized with the sequence of the pre-clerkship blocks (one version for SGL track and another version for the PBL track) for best integration.

PBL FIRST YEAR COURSE DESCRIPTIONS

PBL 6001M Pulmonology I

Hristo Houbaviy, PhD, Block Director

The goal of the pulmonology block is to provide students with a broad-based education in pulmonary medicine including the normal structure, physiology, and function of the respiratory system as well as the pathologic basis, diagnosis, and treatment of pulmonary disease including, but not limited to asthma, bronchitis, COPD, cystic fibrosis, sarcoidosis, pneumonia, lung infections, lung malignancies, and pneumoconiosis. Comprehensive services of disease prevention, early detection, and health promotion are incorporated as appropriate to the clinical case reviewed.

PBL 6002M Cardiology and Nephrology I

Renee Demarest, PhD, and Jeffrey Powers, PhD, Block Directors

The goal of the cardiology and nephrology block is to provide students with a broad-based education in cardiovascular medicine including the normal structure, physiology, and function as well as the pathologic basis, diagnosis, and treatment of patients with congenital heart anomalies, coronary artery disease, heart failure, heart valve lesions, pericardial heart disease, and hypertension. The second half of the block will cover normal structure, histology, physiology, and function of the kidneys, bladder, and ureters as well as pathogenesis, diagnosis, and treatment of renal failure, reno-vascular hypertension, acid-base disorders, electrolyte disorders, malignancies of the urogenital tract, nephritis, nephrosis, renal calculi, and vasculitis, etc. Comprehensive services of disease prevention, early detection, and health promotion are incorporated as appropriate to the clinical case reviewed.

PBL 6003M Gastroenterology I

Catherine Neary, PhD, and Shawna Rotoli, PhD, Block Directors

This block will provide students with a broad-based education in gastroenterology. Students will learn normal structure, physiology, histology, and function of the gastrointestinal tract and the pathogenesis, diagnosis, and treatment of diseases such as peptic ulcer disease, GERD, inflammatory bowel disease, diverticulitis, gall bladder disease, alcoholic and non-alcoholic liver disease, hepatitis, malignancies of the GI tract, pancreatitis, bowel obstruction, and malabsorption syndromes. In addition, students will be introduced to the foundation of appropriate nutrition and the consequences of poor nutrition. Comprehensive services of disease prevention, early detection, and health promotion are incorporated as appropriate to the clinical case reviewed.

PBL 6004M Endocrinology/Reproduction I

Dimitri Markov, PhD, and Dana Zambito, PhD, Block Directors

This block will provide students with a broad-based education in endocrinology, reproductive health, and disease. Students will learn normal structure, physiology, histology, and function of the endocrine system and the pathogenesis, diagnosis and treatment of diseases such as diabetes, thyroid disorders, adrenal glands, pituitary glands, as well as, male and female infertility, and side effects of menopause. Comprehensive services of disease prevention, early detection, and health promotion are incorporated as appropriate to the clinical case reviewed.

PBL 6005M Neuroscience and Musculoskeletal System I

Nimish Acharya, PhD, and Archana Kumari, PhD, Block Directors

This block will provide PBL students with a broad-based education in neuroscience and neurologic disease states. Content will cover the normal structure, physiology, histology, and function of the neurologic and

musculoskeletal system and the pathogenesis, diagnosis, and treatment of musculoskeletal system and their disease states such as stroke, movement disorders, demyelinating diseases, seizures, headache, brain tumors, CNS infection, vasculitis, and dementia, and pain management, etc. The comprehensive services of disease prevention, early detection and health promotion is incorporated as the case studies inherently create an opportunity to learn and explore the topic.

PBL 6006M Immunology/Rheumatology

Linda Brecher, DO, and Katharine Milani, PhD, Block Directors

The overarching goal of this block is to provide students with a broad-based educational exposure to normal structure, physiology, histology, and function related to the immune systems forming the basis to appreciate the pathogenesis, diagnosis, and treatment of immune disorders such as HIV, anaphylaxis, autoimmune diseases, immune deficiencies, transplant complications, and humoral response to viral, bacterial, and parasite infection. Comprehensive discussion of disease prevention, early detection, and health promotion are incorporated as appropriate to the clinical case reviewed.

PBL 6145M/6146M Osteopathic Clinical Skills I A/B

Deanna Janora, MD, Course Director

Osteopathic Clinical Skills (OCS) is a skills and procedure based course that focuses on the development of students' abilities in history taking, physical/structural exam performance, osteopathic manipulative treatment and other procedures including point-of-care ultrasound (POCUS). This course is synchronized with the sequence of the pre-clerkship blocks (one version for SGL track and another version for the PBL track) for best integration.

SECOND YEAR CLASS SCHEDULE AND EXAM SCHEDULE

The second-year class schedule and exam schedule can be accessed at: <https://rowansom.one45.com/cal/>

SECOND YEAR COMMON COURSE DESCRIPTIONS

OST 7180M Clerkship Clinical Skills

Michele Tartaglia, DO, Course Director

This two-week course serves as an orientation to clerkships. It covers policies and procedures for interacting with administration, as well as general expectations for core clerkships, both inpatient and outpatient. It will also provide training in procedures and skills necessary for the clinical setting.

FMED 7120M Community Service Learning & Leadership II

Alissa Hochman, PhD, Course Director

CSLL II is the second part of a three-year longitudinal curriculum designed to enhance students' knowledge base in the fundamental community needs assessments and interventions. In this course students will work in groups to design and execute a community needs assessment as well as propose an intervention for an identified community.

GERI 7700M Aging Successfully

Kevin Overbeck, DO, Course Director

This intercession provides an inclusive overview of aging and the key components needed to sustain a high quality of life by preserving (and regaining) physical, cognitive, and social health. Using the 5Ms Framework (Mind, Mobility, Medication, What Matters, and Multi-complexity), students evaluate the quality of aging and learn the clinical pathways to promote health with an emphasis on the preferences expressed by older adults.

GERI 7600M End of Life Care

Paul Bryman, DO, Course Director

This intersession is an expansion of its predecessor *Death and Dying*. It is designed to provide medical students with fundamental knowledge about the dying process and to introduce them to the clinical challenges and ethical dilemmas common in end of life decision making. The course includes presentations on the physiological changes and psychological stages experienced during the dying process. It also introduces concepts including, but not limited to: end of life care decisions including medical directives, palliative care and hospice care, the role of the physician in caring for the dying and bereaved and the importance of empathy in physician/patient communication.

OST 7150M Health Systems Science II

Adarsh Gupta, DO, Intersession Director

This is the second of a two-part curriculum that will provide a fundamental understanding of how healthcare is delivered at an individual and system level and how the healthcare system can improve patient care and health care delivery. Health Systems Science (HSS) emphasizes understanding the role of social determinants of health, leadership, technology, and patient improvement strategies that will help transform the future of healthcare and ensure greater patient safety and satisfaction. The Health System Science-II provides more practical application of the concepts that were covered in part 1 as well as some new concepts, e.g., Communication Technology in Healthcare, Dynamic nature of HSS.

OST 7130M Medical Scholarship II

Venkateswar Venkataraman, MS, PhD, Course Director

Medical Scholarship II is the second part of a four-year longitudinal curriculum designed to enhance students' knowledge base in the fundamentals of research, critical to a career in any area of medicine. The course will include didactics on biostatistics, epidemiology, evidence-based medicine, medical informatics, research methods, research ethics, scientific writing, poster presentations and other critically appraised topics. During this year students will choose the format and topic for their Capstone project of their choice, as well as begin their foundational assignments for their projects.

PSYC 7400M Human Sexuality

Steve Scheinthal, DO, Course Director

This intersession will provide a comprehensive and concentrated opportunity for students to become knowledgeable and comfortable in dealing with the important and sensitive aspect of human health- sexuality.

Goals of this curriculum include;

- Addressing misinformation, controversy and prejudice, including the students' personal biases;
- Promoting increased knowledge, comfort, empathy and respect for individuals with different lifestyles and sexual beliefs

OST 7170M Epidemiology and Biostatistics

Daniel J. Hurst, PhD, Course Director

This is a self-paced online course in to assist students in their preparation for COMLEX Level I. Students will review content focused on Epidemiology and Biostatistics and complete online assessments in advance of their Board Exam.

SGL SECOND YEAR COURSE DESCRIPTIONS

OBG 7200M Endocrinology and Reproduction

Cassandra Autry, MD, Course Director

In this block, students will learn about the endocrine glands and hormones of the body. Content will cycle through the normal structure and function of these systems to pathology, diagnosis and treatment of disease. Sessions will address general systemic diseases such as diabetes and thyroid disorders, as well as male and female reproductive health. This incorporates the comprehensive services of disease prevention, early detection and health promotion.

CBIO 7300M/7301M Gastroenterology and Nutrition A/B

Deborah Podolin, PhD, Course Director

This block will provide students with an introduction to the gastrointestinal (GI) system and the foundation of nutrition. The content will cycle through the normal structure and function of the GI systems to pathology, diagnosis and treatment of disease. In corollary, students will be introduced to the foundation of appropriate nutrition and the consequences of poor nutrition. This block also incorporates the evaluation, management and treatment GI and nutritional diseases. This incorporates the comprehensive services of disease prevention, early detection and health promotion.

MED 7100M Hematology, Pulmonology, and Nephrology

Deborah Williams, PhD, MD and Jack Goldberg, MD, Course Directors

The goal of this block is to provide students with a broad-based education in related to the hematologic, respiratory and renal organ systems. Relative to these systems, this block will cycle through normal structure and function to pathology, diagnosis and treatment of disease. This block also incorporates the evaluation, management and treatment of hematologic, respiratory and renal diseases. This incorporates the comprehensive services of disease prevention, early detection and health promotion.

OST 7500M Life Span: Pediatrics and Geriatrics

Tanya Kadrmas-Iannuzzi, DO and Kevin Overbeck, DO, Course Directors

The Life Span Block completes the overview of all system Blocks by addressing the unique health care needs of patients at the youngest and oldest stages of life. This course is divided into two components; pediatrics and geriatrics. The pediatric component emphasizes the unique problems and comprehensive assessment of newborns, toddlers, school age children and adolescents. Unique aspects of health maintenance and disease prevention, including childhood immunizations, are introduced. Disorders of growth and development from birth through adolescence are also presented. Common problems of childhood, such as abuse, pediatric dermatology, cardiology, pulmonology and infectious diseases, will be covered. The geriatric component of this course explores the aging process from the physiological, clinical and psychological viewpoints with a particular emphasis on optimizing health and function successfully in the elderly through application of geriatric principles. Common geriatric syndromes such as polypharmacy, falls, pressure ulcers, urinary incontinence, delirium, dementia, depression and iatrogenesis are likewise presented. The learners are immersed into an interactive educational environment utilizing simulated patient assessments, team-based learning sessions, and audience response.

OST 7140M Osteopathic Clinical Skills II

Danielle Cooley, DO, Course Director

Osteopathic Clinical Skills (OCS) is a skills and procedure based course that focuses on the development of students' abilities in history taking, physical/structural exam performance, osteopathic manipulative treatment

and other procedures including point-of-care ultrasound (POCUS). This course is synchronized with the sequence of the pre-clerkship blocks (one version for SGL track and another version for the PBL track) for best integration.

PBL SECOND YEAR COURSE DESCRIPTIONS

PBL 7006M Hematology and Oncology

Lakshman Segar, PhD, Block Director

The goal of this block is to provide students with a broad-based educational exposure to the normal structure, physiology, histology, and function related to hematologic disorders and malignancies forming the basis to appreciate the pathogenesis, diagnosis and treatment of hematologic and oncologic disorders such as solid tumors, leukemia, and lymphoma. In addition, this block reviews the relevant microbiology of infection and pharmacology of treatment. Comprehensive services of disease prevention, early detection, and health promotion are incorporated as appropriate to the clinical case reviewed.

PBL 7002M Cardiology, Nephrology, and Pulmonology II

Louis Papa, DO, Block Director

The goal of the Cardiology/ Nephrology Block is to provide students with a broad-based education in cardiovascular medicine including the normal structure, physiology, and function as well as the pathologic basis, diagnosis, and treatment of patients with congenital heart anomalies, coronary artery disease, heart failure, valvular lesions, pericardial heart disease, and hypertension. The second half of the block will cover normal structure, histology, physiology, and function of the kidneys, bladder, and ureters as well as pathogenesis, diagnosis, and treatment of renal failure, acid-base disorders, electrolyte disorders, malignancies of the urogenital tract, nephritis, nephrosis, and vasculitis, etc. Students will be expected to be able to make more detailed decision making, diagnosing, evaluating, and treating patients with cardiovascular and renal disease utilizing standard techniques. Pulmonary inclusion in this block is a review in scope. Comprehensive services of disease prevention, early detection, and health promotion are incorporated as appropriate to the clinical case reviewed.

PBL 7003M Gastroenterology and Endocrinology/Reproduction II

Adarsh Gupta, DO, and James Rogers, DO Block Directors

Students will review normal structure, physiology, histology, and function of the gastrointestinal tract and go deeper into the pathogenesis, diagnosis and treatment of diseases such as peptic ulcer disease, GERD, inflammatory bowel disease, diverticulitis, gall bladder disease, alcoholic and non- alcoholic liver disease, hepatitis, malignancies of the GI tract, pancreatitis, bowel obstruction, and malabsorption syndrome. In addition, students will be introduced to the foundation of appropriate nutrition and the consequences of poor nutrition. This block will also review endocrinology and reproductive medicine studied in the PBL-1 with an increased emphasis on clinical pathology and management of diseases of the thyroid, parathyroids, adrenal glands, pituitary gland, ovaries, and Testes. There is a focus on students understanding the pharmacology of medications used to treat common diseases affecting these systems.

PBL 7005M/7007M Neuroscience and Behavioral Health A/B

Marianne Sturr, DO and Anita Chopra, MD, Block Directors

This block is a combination of neurology, psychiatry, and behavioral health providing students with a broad-based education in these areas. The neuroscience portion will provide PBL students with a broad-based education in neuroscience and neurologic disease states. Content will go deeper into the pathogenesis, diagnosis, and treatment of neurologic disease states such as stroke, movement disorders, demyelinating diseases, seizures, headache, brain tumors, myasthenia gravis, CNS infection, vasculitis, and dementia, etc. Behavioral health and illness are added to this block with selected clinical cases including depression and psychosis . There is a focus on students understanding the pharmacology of medications used in the treatment of common neurologic and

behavioral health diseases. Comprehensive services of disease prevention, early detection, and health promotion are incorporated as appropriate to the clinical cases reviewed.

PBL 7145M/7146M Osteopathic Clinical Skills II A/B

Danielle Cooley, DO, Course Director

Osteopathic Clinical Skills II is a continuation of core skill development in history taking, physical/structural exam performance, osteopathic manipulative treatment and other procedures including point of care ultrasound. This course is synchronized with the sequence of the pre-clerkship blocks for best integration.

OTHER CURRICULAR COMPONENTS

BRIDGE Weeks

Occurring a total of four times over the course of the medical school curriculum (twice first year, once second year and once third year), the BRIDGE weeks are designed to give formative and summative feedback to students on both their knowledge skills and attitudes accumulated by these set points based on benchmarks set by faculty, the curriculum and the assessment departments.

BRIDGE week activities include combinations of several core elements:

1. Building skills: eg. Osteopathic Integrated Exam Review (OIER), Simulation Center Activities, and formative standardized patient/tOSCEs with feedback
2. Reflecting: eg. Self-reflection, peer-to-peer Evaluation
3. Integrating: eg. Integrated Foundational Science Activities, individual and group assessments
4. Developing: eg. Outside speakers and panel discussions, various interpersonal and communication skill sessions
5. Goal setting: eg. Academic and professional goals reviewed, board preparation, and CV writing
6. Evaluating: eg. Yr. 2 Benchmark OSCE and Yr. 3 Capstone OSCE

These elements are seen as the core essential components required to build a foundation for competency-based education. Each BRIDGE week does not include every element, rather activities are included across the curriculum giving consideration to the best use of resources while providing a solid assessment program to prepare students for residency.

Areas of Distinction (AODs)

This program provides additional curricular options geared for students who are interested in enhancing their education by exploring specific topics further. Students participate in didactic, scholarly and community service components specifically addressing issues related to their area of distinction, perform additional community service activities and complete scholarly work related to the topic.

Areas of distinction currently exist for the following topics:

1. Addiction Medicine
2. Clinical Psychiatry
3. Cultural Competency
4. Geriatrics,
5. Health Coaching,
6. Humanism in Medicine
7. Interprofessional Education
8. Medical Practice Leadership
9. Medical Spanish Competency
10. Osteopathic Manipulative Medicine
11. Pediatrics, and

12. Women's Health

For specific requirements and deadlines for each AOD, please visit the SOM Canvas site and Student Resources.

Clerkship Years 2-4 are identical for both the PBL and SGL Curriculum students.

End of Year Two and Year Three

The Clerkship Years 2-3 focus more on clinical education and are the same for both SGL and PBL curriculum tracks. The basic principles of medical practice are taught in a combination of classroom, ambulatory, and hospital settings. Clinical Osteopathic Manipulative Medicine is integrated throughout core third-year rotations. Because a large percentage of our faculty are DOs, the students have the opportunity to get reinforcement of their OPP/OMM skills in many rotations. In all clerkships, third and fourth-year students learn patient care, develop clinical technical skills and serve as members of a medical team.

Students spend time with clinical faculty in the Jefferson Health hospital system located in Stratford, Cherry Hill and Washington Township; Virtua Health System campuses in Camden, Mt. Holly, Willingboro, Voorhees, and Marlton, NJ; Inspira Health Network in Vineland, NJ; CarePoint Health in Jersey City and Bayonne; Atlantic Health System in Morristown, Summit, and Newton, NJ; Meridian Health in Brick and Manahawkin, NJ; AtlantiCare in Atlantic City, NJ; CentraState in Freehold, NJ; St. Joseph's Medical Center in Paterson, NJ and other instructional sites in the region.

Currently, third-year students spend time in eleven core specialty rotations (Family Medicine, Internal Medicine, IM Selective, Pediatrics, OB/GYN, Psychiatry, Geriatrics, General Surgery, CSLL, OMM, and Neuromuscular and Pain Medicine), where they learn basic clinical procedures and standard operating procedures of the hospital and office practice. Radiology is woven throughout the core rotations with online "CORE" cases, so students can learn radiographic concepts in a discipline-based context.

Year Four

The fourth-year instructional format includes a series of clinical experiences with a significant amount of flexibility for students to plan their year according to their specialty choices. Students can plan up to four electives in the fourth year. The student is given patient-care responsibilities on each service through which they rotate. Instruction takes place at the bedside and in clinical conferences. During the year, students develop skill and competency in history taking and physical examination, creating a differential diagnosis, ordering and interpreting laboratory tests; learning procedures in making a diagnosis and providing treatment; establishing professional relationships with patients; and participating in the management of patient care with the team of health care providers during the hospital stay.

The fourth-year schedule includes ten weeks of "flex time," which allows students greater flexibility in scheduling residency interviews, while also accommodating off-cycle electives at other institutions. It can also be used to do additional elective rotations if desired by the student.

Instructional Goals

The third year of instruction at Rowan-Virtua School of Osteopathic Medicine inducts the student into the clinical training programs. Courses emphasize the practical application of concepts of osteopathic medicine. The clinical sessions, seminars, and electives are designed to provide a multifaceted introduction to the practice of medicine. It is expected that the variety of experiences will challenge the student's intellect and, at the same time, allow for the development of specific skills.

1. Rowan-Virtua SOM students engaged in patient care activities shall at all times be supervised by a duly licensed member of the clinical faculty who retains privileges for the scope of care being provided. Faculty or a similarly credentialed designee (resident or fellow with approved privileges) must be immediately available in the facility where the learning activity is taking place. Students who have demonstrated

competence to the faculty may perform patient histories and physical examinations without immediate supervision if directed to do so by faculty.

2. Rowan-Virtua SOM students may perform such additional tasks as may be directed by supervising faculty upon demonstrating competence to perform those tasks. In most instances, the provision of patient care shall require the immediate presence of a duly credentialed supervising provider who has ascertained the students' level of knowledge, skill and proficiency.
3. Students who fail to follow procedures for clinical supervision may be removed from patient care activities at the discretion of the course/clerkship director or assistant dean of clinical education and referred to the SAPC for disciplinary review.
4. Faculty who fail to observe the supervision policy may be removed from participation in training medical students and may be further subject to disciplinary action as determined by the Dean or CMO/DIO of their hospital system.

Please review the full [Patient Care Supervision policy](#) with the scope and limits of permitted techniques and procedures for students on the [Clinical Education website](#).

Clerkship Years Policies

Requirements to be completed before being able to begin rotations:

HIPAA Training

All students will be required to complete online HIPAA training before being permitted to begin their clinical training.

Urine Drug Screen

A urine drug screen will be required of each student before starting clinical rotations as many of our major hub sites require this documentation to be on file at the University. Any positive results will be reviewed by a third-party company and the student will be contacted to verify any prescriptions they may have. If the company cannot reach the student after 3 attempts, the report will be released to the school as a positive result. Student health will reach out to the student one final time to attempt to discuss the result and verify any prescriptions. If there is no valid prescription OR the student cannot be reached, it will be assumed that the positive result is secondary to recreational drug use. The student will then be referred to Student Affairs and Student Health to determine a monitoring program. In most cases, the student will be referred to the NJ Physician Health Program for drug monitoring and treatment.

EPIC EMR Training

All students must be EPIC trained via the Virtua Health Learning portal prior to starting clinical rotations. This includes students assigned to each and every hub site as students may be pulled back to South Jersey at any time in their Clerkship years in the event that a rotation is cancelled, or a preceptor becomes unexpectedly available. All students will be provided with a login and must complete all modules/forms required by Virtua Health in order to gain access to the EMR training.

All students who rotate at sites other than Virtua will have a mandatory SECOND EMR training for their respective hospital system's EMR. Even if the hospital uses EPIC, they may have required modules to complete before they will grant you access.

BLS/ACLS Certification

All students will be offered a free BLS and ACLS course during Clinical Skills Course. Certification in both BLS and ACLS are required by our hospital partners as a condition of your ability to rotate there.

Required Trainings/Forms

All our hospital partners expect that students have been trained in certain aspects of inpatient healthcare; thus, we have a list of required trainings, policies, and attestations that must be completed before you are cleared to rotate at your assigned hospital site. These include: the Needlestick and Blood Borne Pathogen Exposure Policy, the Patient Care and Supervision Policy for Students, the Student Supervision on Clinical Clerkship policy, the Needlestick exposure guideline, review of a Bloodborne Pathogens and COVID19 presentation, and any other specific policy/training/attestation that is assigned by your specific hospital site. You will be provided with access to these during Clinical Skills Course.

General Duties on Clinical Rotations

It is the responsibility of all medical students to perform the following duties on hospital rotations:

The student is to be punctual for all duty assignments and conferences. Hospital hours are typically from 7:00 a.m. to 7:00 p.m. or as otherwise assigned by the attending physician. Night and weekend call is as assigned by the Clerkship Director or their designee.

The student is to participate in procedures at the discretion of the attending or senior house officer; e.g., IVs, blood samples, NG tubes, ABGs, etc.

On-Call Responsibilities

On-call responsibilities are an essential part of the clinical rotation. On-call assignments are intended to provide students with opportunities to be active participants in patient management, under the direct supervision of the affiliated site house staff. As part of the patient treatment team, students are responsible for collecting and interpreting patient data. Under the direction of the intern on call, students assist in the development of treatment plans for patients needing treatment during the evening and weekend hours.

Students on call are under the direct supervision of the intern/resident on duty for the service to which the student is assigned. Students may also be provided with the opportunity to work with an attending physician or one of the residents on duty. The supervising intern must, except in emergency situations, be notified of the student's activities. On-call responsibilities are designated by the various clinical departments as a component of each clinical rotation.

Students are responsible for reporting to the Intern or Resident on call in the hospital promptly at the time designated on their call schedule. Any student who has an emergency and cannot report for their on-call assignment must contact the Intern or Resident on duty, the Clerkship Director and the Office of Academic Affairs.

The on-call assignment is considered part of the rotation. A student who does not report for call will be considered "incomplete" for the rotation. The Clerkship Director will determine the procedure for remediating a missed on-call assignment. Frequency of call varies by clerkship.

Students who receive instructions or requests for patient care from the nursing staff are to request politely and professionally that the nurse direct the request to the intern/resident on duty. It is not appropriate for a student on call to perform any patient care functions unless they are conducted under the direct supervision of the house staff officer on duty.

Hospital/Track Request System

Our clinical training sites are located across New Jersey, Maryland and Delaware; this sometimes requires students to relocate to a community closer to the hospital site where they wish to train. The

process of choosing your Clerkship hospital site and the exact “track”, or order in which your rotations will be done, is done through a “lottery” type system. In November or December of the second year, students are invited to participate in the Hospital/Track Request System through our curriculum management program, One45, which allows them to rank the participating hospital systems at which they wish to be assigned. The system randomly selects and assigns students to a hospital and track site based on the rank order list the student submitted. The Department of Clinical Education reserves the right to (re)assign students to Hub sites when necessary.

Third Year Course Descriptions

FMED 8101M Community Service Learning and Leadership III

Kristin Bertsch, PhD, Course Director

The CSLL III Course aims to expose medical students to vulnerable patients in medically underserved areas of New Jersey and to appreciate the variety of psychosocial issues that can impact the delivery of healthcare to these patients through a process that looks at community needs, health risks and disparities.

During the two-week course, students will receive online lectures on inter-professional education, social determinants of health, behavioral health integration, cultural competency, practice transformation, population health and emerging health issues impacting vulnerable populations. The students will also participate in activities in community-based organizations throughout New Jersey. These activities may or may not require the use of clinical skills, as the focus of the activities is for the students is to learn how psychosocial issues in underserved populations impact patients’ health.

The course will end with a final exam covering the lecture topics and with a debriefing session about the students’ experiences.

FMED 8102M Family Medicine

Jennifer Caudle, DO and Philip Collins, DO, Clerkship Co-Directors

During the eight weeks of the Family Medicine Clerkship, students will be placed in an ambulatory setting such as a family practice office or health center. The student works with a physician, taking part in patient interviews, examinations and treatment planning. In this setting, the student obtains hands-on experience as physician of first contact and evaluator of the patient’s total health care needs within the context of their environment and the osteopathic point of view. A student learns to coordinate comprehensive and continuous health care for the patient and serve as provider of resource information and referral to available health care in the community. They experience the management and administrative aspects of providing health care.

MED 8202M General Internal Medicine

Suzanne Shenk, DO, Clerkship Director

General Internal Medicine is an introduction to clinical medicine. The patients have a kaleidoscopic array of common and uncommon medical problems. The resident-student-attending team examines the patient daily, analyzing X-rays, laboratory data and consultation with the goal of providing comprehensive medical care in an empathetic environment.

The rotation is eight weeks in length in acute care settings at our core hospitals and at local ambulatory sites. There are a number of required self-study items, on-call duties, lectures, and tests, all aimed at providing a complete educational experience in Internal Medicine. The major foci of the rotation are to advance the student’s thinking skills regarding key medical and ethical components of providing medical care for patients and to teach

the major clinical entities, differential diagnosis and mechanisms and management of disease processes.

MED 8122M Geriatrics

Leonard Powell, DO and Christian White, DO, Co- Clerkship Directors

Geriatrics serves as an introduction to concepts of the aging process. Students obtain a foundation in geriatric medicine and a broad exposure to comprehensive geriatric assessment across the health care continuum. A holistic approach using the multidisciplinary team is highlighted, with students gaining experience in primary and consultative care in the hospital, ambulatory and long-term care settings.

Students learn to perform a comprehensive geriatric assessment including history and physical exam, functional assessment, mental status exam, and psychosocial evaluation on elderly patients in each clinical setting. They practice the appropriate use and interpretation of specific assessment tools (e.g., Folstein's Mini Mental Status Exam, Beck Depression Inventory and Katz Physical Self Maintenance Scale) and diagnostic and laboratory tests; create differential diagnoses based on identified problems; and outline a plan of care which is appropriate and optimizes patient function. They learn to adapt communication techniques to compensate for specific needs and/or deficits of the elderly patient.

Students learn effective management strategies for common geriatric problems and develop specialized medical knowledge in caring for the elderly. They work as members of a multidisciplinary health care team and participate in treatment planning and family meetings. Students also participate in weekly educational sessions including systems-based practice case study, ethical issues in advance care planning, OMM in the elderly, interdisciplinary team conferences, geriatric grand rounds and student-led presentations on common geriatric problems. Learning is reinforced through an end-of-rotation geriatric OSCE, peer review and faculty debriefing session.

OST 8130M Medical Scholarship III

Venkateswar Venkataraman, MS, PhD, Course Director

Medical Scholarship III is the third part of a four-year longitudinal curriculum designed to enhance students' knowledge base in the fundamentals of research, critical to a career in any area of medicine. Utilizing the didactics and assignments of Medical Scholarships I and II, Medical Scholarship III will allow students to showcase their skills via the writing of a Capstone manuscript draft. This draft will be graded as pass/fail. The Capstone project should be a single project or a synthesis of the projects the student has worked on and should highlight their chosen career path. It is hoped that this would be a collection of their chosen publications/presentations in a discipline of their choice. Students will continue to work with their advisor at the beginning of the course and are encouraged to work with their advisor in the development of a research question, the utilization of databases, and manuscript composition.

OST 8420M Neuromuscular Medicine and Pain Management

Aleesa Mobley, PhD, APN, CPHQ, Clerkship Director

During this two-week rotation, students continue to build on their medical knowledge and skills, with particular focus on critical area of chronic pain.

Per the Institute of Medicine Report, "Chronic pain is among the top complaints presented to primary care physicians, and opioids and non-narcotic pain medications are among the top prescriptions written at office visits. Yet physicians are often uncomfortable and lack adequate knowledge about the treatment of chronic pain." By working with the clinicians in the NeuroMusculoskeletal Institute, students will be exposed to learning opportunities related to the diagnosis, palliation and treatment of chronic non-malignant pain with emphasis on proper opioid and adjuvant pain treatments.

OBG 8252M Obstetrics and Gynecology

Sophia Vogiatzidakis, DO, Clerkship Director

The Obstetrics and Gynecology clerkship is a four-week experience that provides instruction in the physiology, health maintenance and common problems encountered by women. Special attention is devoted to the recognition and management of the common problems typically seen by primary care physicians. Students perform breast and pelvic examinations in out-patient and in-patient facilities. Students have the opportunity to be present in the operating room and to assist in major and minor gynecological surgical procedures. They participate in vaginal and cesarean births.

The student is graded using a number of tools, including, but not limited to, clinical evaluation forms and written examinations. A final grade is determined by the Clerkship Director. An OSCE must be completed by the student at an assigned date at the end of the rotation.

OSCI 8270M Osteopathic Manipulative Medicine III

Danielle Cooley, DO, Clerkship Director

Osteopathic Manipulative Medicine Clerkship serves as hands on treatment rotation for the students. The students will learn how to begin to integrate the basic treatment techniques learned in the first two years, into the care of patients in primary care practice and musculoskeletal specialty practices. During this rotation, the student will serve with the members of the Department of Osteopathic Manipulative Medicine and private OMM physicians for consultations and treatment of the musculoskeletal component of medical and surgical disorders. Students will become familiar with all aspects of the cases; and, following satisfactory demonstration of proficiency in osteopathic manipulation, the student will be responsible for treatment of selected patients. Students' skills are evaluated on the first day of the rotation when they complete a techniques exam and receive immediate feedback from the faculty following their treatments. The students are also required to integrate OMT techniques into their family practice Preceptor experience and are required to complete a log of 20 techniques. Students also participate in a 5-minute OMT case presentation which gets evaluated through peer evaluation.

Learning is reinforced through an end of the rotation electronic examination and OSCE, at which the students receive specific feedback from the faculty graders.

PEDS 8302M Pediatrics

Lauren Deutsch, DO and Tanya Kadrmash-Iannuzzi, DO, Co-Clerkship Directors

Pediatrics is a four-week, third-year rotation in the hospital and outpatient settings and is designed to provide students with an understanding of primary pediatric care, to expand students' fund of pediatrics knowledge and to allow each student to competently apply that knowledge within the clinical setting.

Students rotate at a hospital and in ambulatory pediatrics (various sites). Core lectures are presented by faculty and there are service lecture rounds, specialty conferences, and library activities that reinforce the core lectures. The student is graded on both clinical and didactic knowledge based on a written test, case presentation and evaluations by attending physicians.

PSYC 8342M Psychiatry

Salvatore Messina, DO, Clerkship Director

Psychiatry provides instruction in various aspects of psychiatry that are useful for both general practitioners and specialists. Instruction takes place at several locations, where students have opportunities to participate in psychiatric care in its various forms and observe different treatment methods. The rotation is four weeks in length.

Students become familiar with the major diagnostic categories, psychotropic medications, and psychosocial treatment modalities. Clinical work with lectures, diagnostic case conferences, and participation in treatment programs are essential components of the rotation.

Students learn to perform mental status examinations and diagnostic assessments, to use both biological and psychosocial treatments, and to gain an understanding of psychiatric emergencies. In addition, students develop an understanding of the interface and overlap existing between psychiatric and other medical illnesses (consultation liaison and inpatient experience); increase their awareness of the issue of counter transference in dealing with psychiatric and/or medical patients; work with the inpatient, outpatient, and consultation management of basic psychiatric problems; recognize the proper use of psychotropic medications; and apply the biopsychosocial approach to patients in keeping with the ideas of osteopathic philosophy.

SURG 8382M Surgery / Anesthesiology

Alissa Brotman-O'Neill, DO, Clerkship Director

The rotation is not designed to produce a surgeon but to instill in the student physician an awareness of surgical methods and an ability to recognize when there is a need for surgical care. The clinical rotation in surgery enables the student to recognize surgical disease and to be prepared to make a proper diagnosis and secure proper treatment.

Students develop certain cognitive, manipulative and attitudinal skills as part of their continuing education in surgery. They develop competence in eliciting a history, performing a physical examination, conducting and evaluating common laboratory and X-ray tests; demonstrate a proper, systematic approach to clinical diagnosis, practical knowledge of surgical principles, techniques, and operative skills, including knowledge of patient care in such conditions as shock, trauma, fluid and electrolyte imbalance, and musculoskeletal disease, skills in clinical judgment regarding surgical diagnosis and the concept of total patient care, and apply osteopathic principles and techniques to the diagnosis and management of surgical illness. Students are expected to demonstrate a healthy professional attitude in establishing meaningful interpersonal relationships with patients and their families and to show evidence of understanding and appreciating professional and ethical principles.

Students rotate through general and specialty surgical services for five of the six weeks of rotation and spend one week on the anesthesia team.

IM Selective

Students get to choose one four-week rotation or two two-week rotations in any of the IM subspecialties or Neurology. Of note, the availability of certain rotations/specialties differs by hospital site. Students will be exposed to both inpatient and outpatient experiences in the subspecialties of IM and Neurology and will participate in patient care and education throughout their month. The rotation has no specific syllabus as it is a Selective and meant to be a clinical experience. The student's grade will be entirely from the Preceptor Evaluation of the Student. The IM selective is scheduled after the IM rotation OR after the student has had both FM and General Surgery.

MED 9224M - Nephrology

In the Nephrology rotation, students are expected to integrate their pre-clerkship knowledge of the basic sciences and core academic content into the clinical setting. The service is provided to orient the student toward further education in nephrology and general internal medicine.

MED 9234M - Neurology

The Neurology rotation allows students the opportunity to spend some time in outpatient settings while still being responsible for hospital inpatient consultations. Students are required to make teaching rounds, reviewing

and comparing their evaluation with those of the medical residents on service and with the attending neurologist. This feedback provides the most valuable resource for the student refining their own clinical neurologic examination. During the time spent in the outpatient setting, the students are exposed to an increased patient volume, often with very interesting disorders not always seen in the hospital setting. Although more observational, the educational discussions associated with seeing these patients are very valuable to the students. Students are also responsible for attending morning rounds and any neurology presentations that occur, morning or noon time. The basic text for the course is the Neurology Section of Harrison's Textbook of Medicine or the Cecil-Loeb Textbook of Medicine. Also, frequently used is Neurology for the House Officer.

MED 9354M - Pulmonology

During the Pulmonology rotation, students are taught by the attending physician, fellow and resident staff during teaching rounds, and weekly conferences as scheduled. Students are encouraged and expected to participate actively in-patient care under the supervision of the appropriate house staff officer. Students must have basic knowledge in respiratory medicine. The clinical application of this knowledge includes expanded responsibilities in patient care and academic assignments for presentations at conferences and discussion on teaching rounds.

MED 9094M - Endocrinology

The Endocrinology rotation instructs medical students in the basics of endocrinology and metabolism as they apply to practical patient care. The student gains insight into pathophysiologic processes as they present clinically with the patient. Instruction on this rotation encourages professional reading and active participation on the part of the student.

MED 9114M - Gastroenterology

In the Gastroenterology rotation, the student is an integral part of the team providing care to patients on service, participating in the differential diagnosis, therapeutic plan and other specific care procedures as they apply to the individual patient. Students study the complete spectrum of endoscopic evaluation and are expected to seek out information independently and to ask pertinent questions of the physicians involved with the patient's care. They learn gastrointestinal radiology and may be asked to participate in the GI conference as well as weekly GI Journal Clubs.

MED 9124M - Geriatrics

Interested students should contact the Department of Geriatrics for further information regarding available elective experiences (856-566-7141).

MED 9174M – Infectious Diseases

The Infectious Diseases rotation provides students with a basic knowledge of infectious disease principles, including history taking, physical examination, laboratory studies, diagnostic techniques and therapy. The student receives didactic lectures supplemented by bedside teaching to enrich their understanding of infectious diseases. A core of classic articles is provided on infectious disease topics, which the student is expected to read while on the rotation.

OST 9008M MS III Capstone OSCE [Note: formerly called CLINICAL SKILLS COMPETENCY EXAMINATION (CSCE)]

Nils Brolis, DO, Course Director

During the second half of the third year, students must take and pass a multi-station Objective Structured Clinical Exam (OSCE). Structured like the COMLEX Level 2PE, this comprehensive summative exercise evaluates competence with history taking, physical and osteopathic examination, clinical thinking and decision making, osteopathic manipulative therapy, various procedures and diagnostic skills, and documentation. Capabilities in provider relations skills, such as showing empathy and respect for a patient, providing information and more are also evaluated. Students failing to pass the OSCE are provided with remediation activities and an opportunity to

retest.

Clerkship Contacts for Core Clerkships

If you have a question or concern about a **Core** rotation, these contacts can either answer your questions or help you get in touch with the person responsible for making a needed decision. However, to request changes in rotation assignments, dates, etc., you must call Academic Affairs, Office of Clinical Education (856) 566-6010.

Family Medicine	Sara Espinosa (856) 566-6085
General Internal Medicine, EM, ICU	TBD (856) 566-6875
Geriatrics	Jo-Ann Niedbalski (856) 566-6882
Neuromuscular Medicine and Pain Management	Kathy Kupiec (856) 566-2877
Obstetrics and Gynecology	TBD (856) 566-7098
Osteopathic Manipulative Medicine	Kathy Kupiec (856) 566-2877
Pediatrics	Denise Hauger (856) 582-2372
Psychiatry	Heather Glenn (856) 482-9000
Surgery/Anesthesiology	Diane Biello (856) 566-6898
CSLL	Danielle DiPietro (856) 566-6779

Hospital Contacts

AtlantiCare Regional Medical Center

Director of Medical Education
Medical Student Coordinator

(609) 449-4391
Dominick Zampino, DO
Jasmine Chong

Bayonne Medical Center (CarePoint Health)

Director of Medical Education
Coordinator

(201) 858-5000
Antonios Tsompanidis, DO
Casey Glover

Capital Health Regional Medical Center/Newton

Director of Medical Education
Coordinator

(609) 394-6768
Dr. Marissa Stabile
Nilofar Ismail

CentraState Medical Center

Director of Medical Education
Coordinator

(732) 294-1989
Maria Ciminelli, MD
Christine Easton

Christ Hospital (CarePoint Health)

Director of Medical Education
Coordinator

(201-795-8201
Antonios Tsompanidis, DO
Marie Cutola

Inspira Health

Director of Medical Education
Coordinator

(856) 641-8661
Michael Geria, DO
Amy Land

Jefferson Health

Director of Medical Education
Coordinator

(856) 346-7828
Joseph Badolato, DO
Doris McNeil

Morristown Memorial Hospital (Atlantic Health)

Director of Medical Education
Coordinator

(973) 971-6442
Rebecca Griffith, MD
Tracy Welch

Ocean Medical Center

(732) 836-4345

Director of Medical Education	David Kountz, MD
Coordinator	Angela Shand
Overlook Hospital (Atlantic Health)	(908) 522-2852
Director of Medical Education	Rebecca Griffith, MD
Coordinator	Tatiana Popov
Southern Ocean Medical Center	(609) 978-8912
Director of Medical Education	David Kountz, MD
Coordinator	Joanne Zipfel
St. Joseph's Health	(973) 754-5629
Director of Medical Education	Otto Sabando, DO
Coordinator	Ligaya Dy
Virtua Health System	(856) 325-3743
Director of Medical Education	Anurhada Munshi, MD
Student Coordinator	Christine Connors

Fourth-Year Program

Instructional Goals

The Rowan-Virtua School of Osteopathic Medicine's fourth-year instructional format includes a series of clinical experiences. The student is given patient-care responsibilities on each service through which they rotate. Instruction takes place at the bedside and in clinical conferences. During the year, students develop skill and competency in history taking and physical examination, creating a differential diagnosis, and ordering and using laboratory tests and procedures in making a diagnosis and providing treatment; establishing professional relationships with patients; participating in the management of patient care during the hospital stay and in subsequent follow-up visits; recording data, understanding diagnostic findings, writing progress notes and presenting cases.

Clinical Instruction

The following rotations are required in the fourth year: Emergency Medicine, Sub-specialty Rotation (medical or surgical), ICU, and Electives.

A primary purpose of instruction in this year is to help the fourth-year student apply the didactic background and preliminary clinical training to more intensive clinical experiences. Through direct and extensive patient contact, the student has many opportunities to practice the concepts of osteopathic diagnosis and therapeutics and to learn through instruction by interns, residents, and faculty. The case-specific learning experiences are a valuable aspect of the program.

Please review the full [Patient Care Supervision policy](#) with the scope and limits of permitted techniques and procedures for students on the [Clinical Education website](#)

Fourth Year Course Descriptions

EMED 9082M – Emergency Medicine

James Baird, DO, Clerkship Director

Emergency Medicine is an integrated four-week clinical and didactic experience through a collaborative effort of full-time clinical faculty of Rowan-Virtua SOM affiliates. Students are assigned to the Emergency Medicine Department and given the opportunity to evaluate and participate in the management of emergency patients.

All students receive didactic instruction in core curriculum topics, including abdominal pain, airway

management, altered mental status, chest pain, eye emergencies, facial and oral/dental trauma, multiple trauma, pediatric emergencies, respiratory emergencies, toxicology, and wound management. Students are required to complete a written exam at the end of the rotation.

Student clinical knowledge and competence are assessed in Advanced Cardiac Life Support, Advanced Trauma Life Support; airway techniques including oral and nasal intubation; arterial blood gas—performance and interpretation; burn care and dressings; cervical spine immobilization; ECG—performance and interpretation, fracture immobilization; intravenous lines—central and peripheral; oxygen delivery systems; physical assessment; slit lamp use; wound preparation; and suturing techniques.

SUBSPECIALTY ROTATION

All students are required to complete 4 weeks of a subspecialty rotation in any of the medical or surgical subspecialties. The goal of this experience is to build upon the Clerkship experience and deepen the students' understanding of the CORE specialty rotations.

MED 9094M - Endocrinology

The Endocrinology rotation instructs medical students in the basics of endocrinology and metabolism as they apply to practical patient care. The student gains insight into pathophysiologic processes as they present clinically with the patient. Instruction on this rotation encourages professional reading and active participation on the part of the student.

MED 9114M - Gastroenterology

In the Gastroenterology rotation, the student is an integral part of the team providing care to patients on service, participating in the differential diagnosis, therapeutic plan and other specific care procedures as they apply to the individual patient. Students study the complete spectrum of endoscopic evaluation and are expected to seek out information independently and to ask pertinent questions of the physicians involved with the patient's care. They learn gastrointestinal radiology and may be asked to participate in the GI conference as well as weekly GI Journal Clubs.

MED 9124M - Geriatrics

Interested students should contact the Department of Geriatrics for further information regarding available elective experiences (856-566-7141).

MED 9174M – Infectious Diseases

The Infectious Diseases rotation provides students with a basic knowledge of infectious disease principles, including history taking, physical examination, laboratory studies, diagnostic techniques and therapy. The student receives didactic lectures supplemented by bedside teaching to enrich their understanding of infectious diseases. A core of classic articles is provided on infectious disease topics, which the student is expected to read while on the rotation.

MED 9224M - Nephrology

In the Nephrology rotation, students are expected to integrate their pre-clerkship knowledge of the basic sciences and core academic content into the clinical setting. The service is provided to orient the student toward further education in nephrology and general internal medicine.

MED 9234M - Neurology

The Neurology rotation allows students the opportunity to spend some time in outpatient settings while still being responsible for hospital inpatient consultations. Students are required to make teaching rounds, reviewing and comparing their evaluation with those of the medical residents on service and with the attending neurologist. This feedback provides the most valuable resource for the student refining their own clinical

neurologic examination. During the time spent in the outpatient setting, the students are exposed to an increased patient volume, often with very interesting disorders not always seen in the hospital setting. Although more observational, the educational discussions associated with seeing these patients are very valuable to the students. Students are also responsible for attending morning rounds and any neurology presentations that occur, morning or noon time. The basic text for the course is the Neurology Section of Harrison's Textbook of Medicine or the Cecil-Loeb Textbook of Medicine. Also, frequently used is Neurology for the House Officer.

MED 9354M - Pulmonology

During the Pulmonology rotation, students are taught by the attending physician, fellow and resident staff during teaching rounds, and weekly conferences as scheduled. Students are encouraged and expected to participate actively in-patient care under the supervision of the appropriate house staff officer. Students must have basic knowledge in respiratory medicine. The clinical application of this knowledge includes expanded responsibilities in patient care and academic assignments for presentations at conferences and discussion on teaching rounds.

OBG 9252M – Obstetrics / Gynecology Subspecialty

Students may choose any subspecialty of OB/GYN to take as their Specialty selective rotation in the fourth year. Specialties include Reproductive Endocrinology and Infertility, Maternal-Fetal Medicine, Urogynecology, Gynecology Oncology and others.

PEDS 9302M - Pediatric Subspecialty

Students may choose any subspecialty of Pediatrics to take as their Specialty selective rotation in the fourth year. Specialties include Pediatric Cardiology, Pediatric Emergency Medicine, Pediatric Gastroenterology, Pediatric Pulmonology, Pediatric Endocrinology, Developmental Pediatrics, Adolescent Medicine and others.

SURG 9382M – Surgery Subspecialty

Surgery prepares students for future clinical/ surgical rotations by providing them with the basic knowledge for diagnosis and management of common surgical conditions. While on an assigned service, appropriate time will be set aside for lecture material which will be provided either in round table conferences, a prescribed program of required reading materials, or prepared videotapes on required core content. An orientation to the rotation and instructions for gowning, gloving, and suturing are provided on the first day.

The course is designed to focus attention on the physiology of surgical problems, the technical aspects of surgery and what can and cannot be accomplished by surgical means. Students gain skill in evaluating a patient with problems related to that specialty, including history taking, physical examination, and recording data; observe and acquire technical skills to manage the patient in a hospital, office, or clinic setting; and develop awareness of how the surgeon is involved in the delivery of a care plan for the patient.

MED 9454M - Intensive Care Unit

Intensive Care Unit – The intensive care unit rotation is a two week fourth-year rotation designed to prepare students to care for critically ill patients. The student will apply knowledge gained in their clinical medicine courses and their internal medicine clerkship to the care of these patients. Students will round daily with the internal medicine residents and faculty. Clinical application includes expanded responsibilities in patient care and academic assignments for presentations at conferences, and discussion on teaching rounds.

OSCI 9270M – Osteopathic Principles and Practice

Danielle Cooley, DO, Course Director

OPP4 is a predominately online course with one required in person session that runs during the fourth year of

osteopathic medical school. OPP as defined by the American Association of Colleges of Osteopathic Medicine's (AACOM) Educational Council on Osteopathic Principles (ECOP) is a concept of health care supported by expanding scientific knowledge that embraces the concept of the unity of the living organism's structure (anatomy) and function (physiology). Osteopathic philosophy emphasizes the following principles: (1) The human being is a dynamic unit of function; (2) The body possesses self-regulatory mechanisms that are self-healing in nature; (3) Structure and function are interrelated at all levels; and (4) Rational treatment is based on these principles (Glossary of Osteopathic Terminology, 2011).

OST 9009M – Medical Humanities

Daniel Hurst, PhD, Course Coordinator

The Medical Humanities course focuses the attention of fourth-year students on the human experience of being ill and healing, as well as the complex arrangements that shape medical care. Using the arts, humanities or social sciences as a lens, each student carries out an independent research project on a dimension of medicine that interests him or her. The course comes to a conclusion when the students come together to share their findings with each other. In this way, the Medical Humanities course challenges students to reflect on the practice of medicine, enriches their understanding of medical practice as a human institution, and expands the resources they can bring to bear in their encounters with patients and colleagues.

OST 9130m – Medical Scholarship IV

Venkateswar Venkataraman, PhD, Course Director

Medical Scholarship IV is the final chapter of the four-year longitudinal Medical Scholarship course. This course continues to implement the concepts learned in the Pre-Clerkship years. The major goal is to continue working on your capstone draft from Medical Scholarship III. In Medical Scholarship IV, students are required to turn in the published version (or "close-to-publication" version) of their capstone project, which they began in Medical Scholarship III. If they are already published and meet the criteria, they may be eligible for the Advanced Placement option – recognized in the transcript. The capstone project currently may be any of the following: case study, literature review, or research report. This Capstone Project allows students to showcase the research and writing skills they have acquired and fine-tuned during their Pre-Clerkship years. Medical Scholarship in students' fourth year of medical school consists of revising the completed draft from their third year.

OST 9014m – Point of Care Ultrasound (POCUS) Elective

The POCUS Elective is a 2-week course designed to expose MS4 students to basic concepts in point of care ultrasound use and clinical application. POCUS content will be organized into 9 distinct blocks, each with assigned learning material. After independently completing the assigned materials, students will have faculty-guided practice with both the ultrasound machines and the CAE Vimedix ultrasound simulator. Student performance will be assessed through the use of 10 content quizzes, a cumulative ultrasound practical exam, and faculty evaluation. Students will also serve as teaching assistants in the OCS1 and 2 Ultrasound course (schedule dependent).

OST 9015M – Academic Medicine Elective

Academic Medicine is a career path whose responsibilities explicitly include teaching medical trainees to become physicians; conducting scholarly work and research; and providing patient care and service through individual, team, and leadership contributions. The Academic Medicine Elective is a 4-week course designed to introduce fourth year medical students to basic concepts in Academic Medicine at the undergraduate medical education level. Students will be introduced to the roles of faculty and administrators to create, administer, assess and improve the four-year medical school curriculum.

Electives

In addition to the core clinical rotations, fourth-year students also must take a total of 20 weeks/ five (5) elective rotations as part of the Year Four curriculum. The electives can be taken in nearly any clinical

specialty with the approval of Academic Affairs.

All elective rotations require completion of the Clerkship Elective Application form:

<https://somassessment.rowan.edu/ClinEd>

Students will be allowed to take a maximum of 12 weeks of electives in the same specialty during the fourth year, in addition to required rotations.

For more information about electives contact the Clinical Education Coordinators at (856) 566-6010, or the Registrar at (856) 566-7055.

Clerkship Applications

The Clerkship Application allows students to request both elective and core clinical rotations via an online form, which then goes through an online approval process. This request must be submitted a minimum of 30 days in advance of the start date of the rotation. Student Clerkship Applications are approved by Clinical Education and the Registrar's office. Students can track the status of their forms and view the full details, as well as edit additional information. Failure to apply 30 days in advance will result in no credit for that elective period. Clerkship Application form:

<https://somassessment.rowan.edu/ClinEd>

Policy on Scheduling and Canceling 4th Year Clerkships

- The Clerkship Directors recognize that last-minute cancellation of elective and core clerkships creates a negative image of Rowan-Virtua SOM and its students as it interferes with the scheduling, planning and operation of our partner hospitals' educational programs.
- In addition, last-minute cancellation of electives and core clerkships provides insufficient time for partner hospitals to find a student to replace the cancelled student which results in an unfilled clinical training opportunity which prevented another student from experiencing at that site.
- It must be understood that when a student applies for and is accepted by a partner hospital for elective and core clerkships, there is no guarantee written or implied that said student will receive consideration or be granted an interview for any of the partner hospitals' residency programs. Therefore, failure to receive an interview is an insufficient reason for a last-minute cancellation.
- In order to maintain and preserve the professional image and integrity of both Rowan-Virtua SOM and our students with our partner healthcare institutions the following policies were unanimously approved at the January 2017 Clerkship Directors meeting.
- Rowan-Virtua SOM will require all applications for core and elective clerkships be submitted AT LEAST 30 days (one month) prior to the start date of the rotation to allow sufficient time for processing and notification of the partner hospital which has accepted the student for a clinical clerkship at their site.
- Clerkship application requests will not be considered if submitted less than 30 days (one month) prior to the start of the rotation except in extenuating circumstances (such as a host hospital's cancellation of a previously planned elective). The student must notify the Office of Clinical Education immediately upon receipt of such information.
- If the student would like to cancel an elective or core rotation, written notification (preferably via email to the rotation site and to SOMClinicalEducation@rowan.edu) no less than 30 days (one month) prior to the start of the requested clerkship period.
- If for **any** reason a student would like to cancel an elective or core rotation **less** than 30 days (one month) prior to the scheduled start date of the rotation the student must meet with the Assistant Dean for Clinical Education **before** canceling the clerkship.
- Upon approval of both the Preceptor and the Assistant Dean for Clinical Education to cancel an elective or core rotation the student must submit a new Clerkship Application identifying what they plan to do during that time period, e.g., another clerkship or use flex time.

- Registration will not be updated until a new Clerkship Application is submitted and processed by the Registrar's Office.
- For insurance purposes, students may not report to a rotation that they are not registered for, so it is critical that a new Clerkship Application be submitted and approved prior to the student starting a rotation.
- **Under no circumstances may a student withdraw or cancel a clerkship with less than 30 days' notice without the approval of the Assistant Dean for Clinical Education. Doing so may result in a referral for disciplinary action for breach of Professionalism.**
- While on elective or audition rotations outside of Rowan-Virtua SOM it is best to plan as though there were noscheduled holidays during that month. If you are on a clerkship which requires you to take overnight call, please check with your team leader to see what your holiday responsibilities are.
- If you are at a private practice, you will work the regular office hours for any holiday.
- Note that faculty at partner hospitals will assume responsibility for your education while there and students are required to follow the schedule, they provide which may include working holidays that conflict with Rowan-Virtua SOM's holiday schedule.

Other Curricular Requirements Core Topics in Fourth Year

The goal of this requirement is to provide a review of medicine-related topics such as Medical Jurisprudence and others to help students better prepare for their fourth year and for the COMLEX Level 2 CE examination. Students will be exposed to review sessions by Rowan-Virtua SOM faculty members and outside experts, standardized patient labs, an OMM review and strategies for test taking.

Independent Study

Independent Study is when a student requests or is mandated to take time off during their academic program but will still be working on academic requirements during the time off. All requests for Independent Study must be approved by the Associate Dean for Student Affairs. (For example, a student taking time off from rotations to study for COMLEX.) Independent Study may not last more than one (1) year cumulatively. During an Independent Study period, students are still actively enrolled at SOM. An "Independent Study" course will appear on the student's transcript with a grade of "NC" which indicates a non-credit course. If a student is given permission to remain on Independent Study for more than one year, the student will be defined as not making satisfactory academic progress and will be placed on Financial Aid Probation.

Clerkship Contacts for Fourth-Year Rotation

If you have a question or concern about your **fourth-year** rotations, these contacts can either answer your questions or help you get in touch with the person responsible for making a needed decision. However, to request changes in rotation assignments, dates, etc., you must call the Clinical Education Coordinator at (856) 566-6726 or (856) 566-6285.

Emergency Medicine & ICU	Colleen Corsetti (856) 566-6875
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Other Contacts

Academic Affairs	(856) 566-6749
Assistant Dean for Clinical Education	Michele Tartaglia, DO (856) 566-6010
Director of Clinical Education	(856) 566-6726
Clinical Education Program Coordinators	Colleen Corsetti (856) 566-6285
	Donna Dymond (856) 566-6235
Clinical Education Program Office	Gianna Anastasia (856) 566-6010
Registrar	Regina Wilmes, MEd (856) 566-7055

❖ Academic Affairs & Student Services

Academic Affairs

Richard Jermyn, DO, Interim Dean

jermynrt@rowan.edu | 856-566-6031

Millicent Channell, DO, Senior Associate Dean

kingmi@rowan.edu | 856-566-6738

Jackie Giacobbe, Assistant Dean of Academic Affairs

giacobja@rowan.edu | 856-566-3061

George Scott, DO, Campus Dean, Sewell

gscott@rowan.edu | 856-566-6058

Academic Affairs Policies and Programs

Dress Code for 1st and 2nd Year Students

While receiving instruction at Rowan-Virtua SOM it is expected that 1st and 2nd year students should dress and comport themselves as physicians in training. As such, it is important to maintain a clean, well-kept, professional outward appearance. Poor student appearance to visiting lecturers, prospective students and other guests provides an unfavorable impression of our students and our school.

Specific Restrictions:

No pajama tops or bottoms.

No sweatpants, gym clothes, or torn clothing.

No short shirts – ones that show an exposed midriff.

No short shorts – ones that are above the mid-thigh.

No shirts with low or plunging necklines – ones that show too much chest.

No clothing with offensive or unprofessional images or wording.

No flip-flops.

Open-toe shoes that are not flip-flops are permitted on campus but should not be worn in the Jefferson Hospitals.

Exceptions:

Gym clothes/Sweatpants are permitted in the fitness facility.

Gym clothes/Sweatpants are permitted in the OMM lectures and lab. Students should not wear this attire to lectures before OMM.

Gym clothes/Sweatpants/Scrubs are permitted in the ultrasound lectures and lab. Students should not wear this attire to lectures before ultrasound class.

Scrubs are permitted and encouraged in the Anatomy Lab and may also be worn during Anatomy lectures before and after Anatomy lab. Scrubs should NOT be worn routinely 8AM-5PM on other days.

Sweatpants and “more comfortable” clothing are permitted for students studying on campus before 8AM and after 5 PM Monday through Fridays, weekends and school holidays.

Sweatpants and “more comfortable” clothing are permitted for taking examinations. Students should not wear this attire to lectures before or after exams.

SOM staff, faculty and administration may ask any student to go home and change for failing to comply with the above appropriate dress code. Repeat violators may be referred for a disciplinary action.

Dress Code For Students During Clinical Years

Professional appearance and attitude are essential to good doctor-patient relationships. Students are expected to maintain high professional standards of dress and behavior to create a favorable, positive image as representative of the medical profession.

Hospital dress for male students includes shirt with tie, trousers (not blue jeans), and a white lab coat with name tag. Female students should wear dresses, skirts or slacks with blouses, and a white lab coat with name tag. Scrub suits are the property of the hospital and are to be worn only when specifically

required by the Clerkship Director or Preceptor (in the hospital or in a physician's office).

Personal Appearance Guidelines

Hospital ID badges must be visible at all times. White coats are to be worn at all times in the hospital, even if wearing scrubs. Attire, including lab coats, must be clean, pressed and in good condition. Clothing that is torn, even if the tear is part of the design, is not acceptable. Shoes must be clean and functional for work responsibilities. Closed-toe shoes must be worn in patient related areas. Clean clogs are acceptable in the Operating Rooms and Labor and Delivery. Hosiery/socks must be worn with all types of shoes in patient related areas. Hair, including facial hair, must be neatly trimmed. Specific areas/specialties may restrict the length of hair due to infection control and personal/patient safety. Hair longer than shoulder length should be tied back in-patient care areas for infection control reasons. Men are expected to wear shirts with collars unless wearing scrubs. Jewelry may be worn around the neck, wrists, ankles or ears provided it is safe and not excessive. In general, body piercing is not acceptable, but it is recognized that some piercing may have religious/cultural significance and may be tastefully worn. Fingernails must be clean, neat and well-groomed at all times and kept at ¼ inch in length. Freshly applied, non-chipped nail polish in a soft shade is acceptable. Artificial nails are not permitted due to their harboring more bacteria than natural nails.

The following articles of clothing are **not** acceptable in-patient care areas:

- Blue jeans
- Tee shirts
- Sweatshirts
- Halter tops
- Shorts/Capri pants
- Shirts with writing on them
- Sandals or Flip Flops
- Skirts/dresses more than two inches above the knee

In some rotations, the local dress code of the hospital or office may be different than the overall school dress code. In those cases, the local dress code should supersede. **Any medical student who does not adhere to the dress code may be asked to leave the facility by a member of the medical staff, manager or administrator. They may be permitted to return to the facility when the attire meets acceptable standards.**

Email

All official announcements will be emailed to students' Rowan email accounts. This is the primary means of communication between the school and the students. Students are responsible for checking their University email regularly; at least daily is suggested. Staying current with requested information and deadlines is one of the professional expectations of medical students.

Students are not permitted to automatically forward or redirect messages from a Rowan email address to a non-Rowan email address. Also, under no circumstances may students transmit any patient information over a private email network, including from the student's Rowan email to another person's private email.

School Closing/Inclement Weather Notices

Rowan University policy requires all employees and students to enroll a mobile phone number in the Rowan Alert mass notification system for emergency situations on or near our campuses. All weather-related information and campus closures, delayed openings or early dismissals are also disseminated through the Rowan Alert system. Visit go.rowan.edu/alert to enroll your number in RAVE, the Rowan Alert emergency notification system.

School closing information will also be published on the Rowan-Virtua SOM web page: <http://www.rowan.edu/emergency/index.cfm>

The radio station Rowan-Virtua SOM school number is 615.

Students at Hub sites should follow the hospital policy if the weather differs by region. For example, if an affiliate hospital is open, because the weather is not as extreme there, please report to rotation as scheduled. Students may contact the assigned clinical sites for further inclement weather procedures. In all cases, students are responsible for informing the clerkships of any absence or lateness.

Medical Student Performance Evaluation (MSPE)

A Medical Student Performance Evaluation (MSPE) is compiled for each graduating student through the Office of Academic Affairs. The MSPE includes dates of attendance at Rowan-Virtua SOM and specific information from the student's academic file, including didactic and clinical records and comments by clinical faculty about the student's medical education at Rowan-Virtua SOM. Histograms reflecting course performance by the student's class are also provided as a comparison to individual student performance. Each student meets with a member of the Academic Affairs Dean's staff in the spring of their third year to generate the "Noteworthy Characteristics" section of the MSPE. MSPEs are released to all residency programs using the Electronic Residency Application Service (ERAS) on October 1 of the fourth year.

Career Counseling Services

The Office of Academic Affairs staff works together with the Center for Student Success in providing ongoing Career Counseling for students. All students have the opportunity to use the online resources of Careers in Medicine (CiM) provided by Rowan-Virtua SOM's subscription with the AAMC. Career planning sessions are held throughout the four years, meeting the needs of students at their stage of training. Starting in third year, more targeted sessions are delivered to allow students to plan for specific residency applications. In January of the third year an orientation is delivered to prepare students for fourth-year requirements. A one-on-one career counseling session is provided to every student in the spring of their third year to identify and discuss students' specific career plans. Rank order list workshops are held in January and February of the 4th year to provide one-on-one guidance to students prior to them submitting their rank-order list. A dedicated staff member for career and match advising offers specialized oversight and counseling for all 4th year students.

Computer Laptop Program

The School of Osteopathic Medicine provides each student with a high-quality enterprise laptop that is configured to access the school's wireless environment and is pre-loaded with the necessary curriculum- and production-based applications to meet all block/intersession/course (BIC) requirements. Students will receive their laptops during orientation and should bring a carrying case for their device on that day. This laptop is designed to deliver optimum computing power over the next four years and includes an on-site warranty and accidental damage warranty. Students will be able to use their laptops on Rowan's wireless network to access BIC handouts, grades, financial information, library services, Self-Service Banner, internet resources and most importantly, exams.

No systems are permitted on the Rowan University network until they have passed a compliance check. The program's goal is to provide a dedicated laptop throughout our students' medical education and give our students optimal tools to assist with learning, test taking and research.

Summer Research Fellowship Program (SmRF)

Students from the Rowan-Virtua School of Osteopathic Medicine and students from other units of the University participate in a wide variety of research projects with faculty members in basic science laboratories and clinical settings. Information sessions for SmRF usually start in December of each academic year.

For information about the Summer Research program, contact:

Rowan University Graduate School of Biomedical Sciences

Summer Undergraduate Research Experience

42 East Laurel Road, Suite 2200, PO Box 1011, Stratford, NJ 08084

856-566-6282

Assessment and Evaluation

Pamela Basehore, EdD, MPH, FNAOME, Associate Dean for Assessment

E-mail: basehore@rowan.edu | Telephone: (856) 566-7108 | Fax: (856) 566-6341

One Medical Center Drive, Suite 210 | P.O. Box 1011, Stratford, NJ 08084-1501

Website: <https://som.rowan.edu/education/academic/assessment/index.html>

The mission of the Office of Assessment and Evaluation is to promote continuous quality improvement in the delivery of high-quality medical education that meets accreditation standards and ensures the competence of medical student graduates. The assessment office closely monitors institutional and national benchmarks and student performance metrics in order to support excellence in osteopathic medical education.

Program and student assessment is further strengthened by the work of the Program Evaluation and Student Assessment Committee (PESA) and the Student Evaluation of Performance (STEP) Committee; both which serve critical roles in supporting assessment within the school. PESA is primarily responsible for evaluating the effectiveness of the curriculum and its assessment methods. STEP monitors student performance in achieving competency milestones and core Entrustable Professional Activities (EPAs) and makes recommendations to support students' overall professional development. Together, the office of assessment and the assessment committees closely monitor and evaluate the effectiveness of the school in three major areas: curriculum and program delivery, student performance and institutional outcomes.

Curriculum and Program Effectiveness

An annual review of the curriculum, including all courses and core rotations, is conducted by the Office of Assessment and Evaluation. Anonymous student survey feedback on course content and delivery, teaching and instruction, and quality of the experience is a critical component of the review. Student performance compared to institutional trends and national benchmarks are key indicators that are measured as determinates of course performance. The goal of the report is to provide relevant information to course and phase directors while they are making data driven decisions on curricular change.

An in-depth review of each course/clerkship is conducted by the PESA committee once every three years using data supplied by the Assessment Office. The committee ensures compliance with institutional standards set for all courses and offers recommendations and suggestions for improvements to the course/clerkship.

A comprehensive review of all new course exams is completed by the Office of Assessment and Evaluation and provided to the course and phase directors to support decision-making about exam performance. The exam review includes detailed recommendations on overall exam effectiveness and specific exam items to ensure the validity and reliability in student scores.

Student Performance Outcomes

Learner assessment targets measurable student outcomes linked to the school's overall mission. Performance measures focus on the evaluation of established learning competencies. The competency domains include Medical Knowledge, Osteopathic Patient Care, Professionalism, Interpersonal and Communication Skills, Practice Based Learning and Improvement, and Systems-Based Practice. Within each domain there are multiple competencies and benchmarks of progress, known as milestones. For a detailed list of all domains, competencies, and milestones, refer to the assessment website at <https://som.rowan.edu/documents/curriculumcompetencies.pdf>.

Individual student competency performance is longitudinally tracked in a Student Performance Profile in the Rowan-Virtua SOM metrics dashboard. Data includes admissions information (MCAT, GPA, etc.), medical school performance (grades, competency and EPA development, clinical skills competency exams, etc.) and national exams. The Student Performance Profile is used to provide structured feedback to guide student success. This information is critical to the Student Evaluation of Performance (STEP) committee which reviews all students' competency-based performance at least four times over the course of their medical education.

Institutional Performance Outcomes

Outcome data are gathered from multiple internal and external sources, analyzed and interpreted in the context of institutional and national benchmarks, and reported and disseminated to students, faculty, administrators, and other key stakeholders as part of a 360 degree continuous quality improvement effort. The Mission and National Benchmarks report highlights Rowan-Virtua SOM's rich diversity, service (specifically to the state and primary care), and overall excellence. Information includes admission and retention trends, multiple comparisons to national data, and data surrounding alumni practice patterns. Additional reports on national exam performance (COMAT, COMLEX, USMLE) are also provided as key evidence of school success. For more information, refer to <https://som.rowan.edu/education/academic/assessment/data.html>

Center for Student Success

Dyron Corley, EdD, Director

E-mail: corley20@rowan.edu | Telephone: (856) 566-6852 | Fax: (856) 566-6341

One Medical Center Drive, Suite 210 | P.O. Box 1011, Stratford, NJ 08084-1501

Website: www.rowan.edu/som/education/CTL

Dr. Dyron Corley – Director

Dr. Corley provides advising and academic support to 4th year students. He also manages academic and career advising services for students enrolled in the School of Osteopathic Medicine (Stratford and Sewell locations) and academic support services for graduate students enrolled in the Graduate School of Biomedical Sciences (GSBS).

– Associate Director, Academic Advisor/Coach

Ferin assists with CSS operations. Ferin also provides advising and academic support to all 1st and 2nd year students on the Sewell campus, oversees the SOM Tutoring Program, and coordinates the Pre-Matriculation Program.

Nicholas LaTorre – Assistant Director for Career & Match Advising

Nick provides academic advising to 4th year students and career advising to all 3rd and 4th year students on the Stratford campus.

Kashonna Garcon – Academic Advisor/Coach

Kashonna provides advising and academic support to 1st, 2nd and 3rd year students (last name A - F) on the Stratford campus.

Kirsten Dillman – Academic Advisor/Coach

Kirsten provides advising and academic support to 1st, 2nd and 3rd year students (last name G - PAS) on the Stratford campus.

Stephanie Dearden – Academic Advisor/Coach

Stephanie provides advising and academic support to 1st, 2nd and 3rd year students (last name PAT - Z) on the Stratford campus and oversees the SOM Learning Groups program.

Academic Counseling and Retention

The Center for Student Success was established to maximize the educational experience of the osteopathic medical student and to support and enhance the instructional methods used by Rowan Virtua SOM faculty. Workshops and resources provided for faculty include Item Writing and Clinical Teaching Strategies workshops, a variety of online webinars, and bi-weekly newsletters that provide continuous OMM content and review.

For students, the Center focuses on strengthening academic skills relevant to basic science and clinical coursework and addressing challenges posed at crucial points in the curriculum. In this vein, the Center for Student Success staff provides a variety of supportive academic services, including 1) individual consultation on learning styles and learning issues, 2) group workshops on topics related to academic success, and 3) board preparation programs and support.

The Center for Student Success professional staff meets with every student individually in each year of their curriculum to discuss learning strategies and to develop approaches for long-term retention, academic performance, and board preparation. Academic success workshops are offered to first-year students, including time management and note-taking training and a learning strategies workshop. Academic and COMLEX preparatory workshops are offered for second-year students, including “Succeeding through Second Year & Beyond,” an orientation, and a panel discussion addressing COMLEX preparation and study skills.

Workshops addressing COMLEX 2-CE and Year 3 Capstone OSCE preparation are offered for third-year students each January. E-newsletters containing learning resources tailored to each class year are prepared and distributed regularly to all students.

Career Counseling

Rowan-Virtua SOM maintains a developmental career advising and GME readiness program for students in years 1 through 4 based on best practices within medical education and career counseling theory. Career advising programming at Rowan-Virtua SOM is largely based on the AAMC Careers in Medicine (CiM) Four-Phase Process: Self-Assessment, Exploration, Decision Making, and Implementation.

The Office of Academic Affairs staff works together to provide ongoing Career Counseling for students. All students can use the online resources of Careers in Medicine (CiM) provided by Rowan-Virtua SOM's subscription with the AAMC. Career planning sessions are held throughout the four years, meeting students' needs at their training stage. At the beginning of the third year of medical school, more targeted sessions are delivered to allow students to plan for specific residency applications. An orientation is delivered in January of the third year to prepare students for fourth-year requirements. A one-on-one career counseling session is provided to every student in the spring of their third year to identify and discuss students' specific career plans. Rank-order list workshops are held in January and February of the 4th year to provide one-on-one guidance to students before submitting their rank-order list. A dedicated staff member for career and match advising offers specialized oversight and counseling for all 4th-year students.

The career advising program at SOM also includes other facets, such as faculty development sessions that address best practices for medical student career advising and a robust career advising website. A career advising survey is administered to all graduating students in March of their 4th year, and the results are utilized to continually inform programming and assess needs.

Disability Service/Accommodation Requests

The Americans with Disabilities Act gives civil rights protection to individuals with disabilities and guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance.

The Center for Student Success' office works in conjunction with the Assistant Dean of Academic Affairs to serve as a resource for students with disabilities and coordinates all disability services on the Stratford Campus. The first step in the process of requesting accommodations is for students to voluntarily self-identify. Students wishing to pursue accommodations should complete the form at the link below or contact the office at 856-566-6980. In addition to the form, students will need to submit documentation of the disability and schedule a meeting with a Center for Student Success staff member to collaborate on what accommodations may be needed.

Requests should be submitted at least two weeks before the accommodations are needed. Additional information on the application process can be found on the website:

http://www.rowan.edu/som/education/CTL/student_service.html

<https://som.rowan.edu/documents/somdisabilityinfo.pdf>

If the student is denied accommodations *after* they have been deemed eligible by the Assistant Dean of Academic Affairs, they should contact the Center for Student Success' Staff. Students requesting accommodations who are dissatisfied with the decision of the Disability Services office may file a written grievance with SOM's Associate Dean of Student Affairs within ten days. All pertinent documentation supporting the grievance should be provided.

Continuing Medical Education

Joshua S. Coren, DO, MBA, FAOFP, Director

corenjo@rowan.edu

Tara Shontz, Program Coordinator

shontzt@rowan.edu

Rowan-Virtua SOM University Educational Center

40 East Laurel Road, Suite 2105, Room 2128, Stratford, NJ 08084

Website: http://www.rowan.edu/som/education/continuing_ed/

Phone: 856-566-6358 | Fax: 856-566-6371 | Email: cme@rowan.edu

CME Mission Statement

Purpose

Consistent with the mission and vision of the Rowan-Virtua School of Osteopathic Medicine, the school's Continuing Medical Education provides a comprehensive program of education with the goal of improving the quality of patient care by providing lifelong education opportunities for physicians and allied healthcare providers.

Content

The content of the Continuing Medical Education program is based on the needs of the target audience developed by continuous evaluation and addresses primary and specialty care topics with the intention of improving practitioner competence and performance as well as patient outcomes.

Activities

CME activities are designed to meet the educational and professional needs of physicians and allied healthcare providers. CME activities may include lectures, conferences, seminars, grand rounds, regularly scheduled series, online enduring, and online live activities. Activity presenters may include local physicians, guest faculty, and regional and national topic experts.

Expected Outcomes

As a result of participating in CME activities, it is expected that physicians and other health care professionals will enhance their knowledge, confidence and competence. Outcome surveys and evaluations by participants are used to measure intent to change, determine educational needs, and the development of and improvements to future programs.

Accreditation

Rowan-Virtua School of Osteopathic Medicine (Rowan-Virtua SOM) is accredited by the American Osteopathic Association (AOA) to provide osteopathic continuing medical education for physicians.

Rowan-Virtua School of Osteopathic Medicine (Rowan-Virtua SOM) is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

For successful completion of activities and subsequent awarding of credits, individuals are required to participate in the entire activity session and complete an outcome survey/activity evaluation, as well as an attestation form. Rowan-Virtua SOM will report to the AOA, CME and specialty credits commensurate with the extent of the physician's participation. AOA and/or ACCME certificates are awarded for credit(s).

Financial Aid for Rowan-Virtua SOM Students

Christine Willse, Campus Director
Brandi Blanton, Associate Director
Joelle Reyes, Assistant Director
113 East Laurel Road, P.O. Box 1011 Stratford, NJ 08084
Telephone: (856) 566-6044, (856) 566-6008
Fax: (856) 566-6015 | E-mail: stratfinaid@rowan.edu

The Office of Student Financial Aid is located at 113 East Laurel Road. Its purpose is to coordinate financial aid services for all students on the Stratford campus. Office hours are Monday, Tuesday, Thursday and Friday 8:30 am to 4:30 pm. On Wednesdays we can accommodate scheduled consultations only. Phone and email inquiries will still be addressed.

Rowan-Virtua SOM Residency Statement: <https://som.rowan.edu/documents/in-stateresidencypolicy.pdf>

The Bursar's Office/ Business Office/ Cashier

The Cashier for the SOM Stratford Campus is located in Room 1129, University Education Center (UEC). This office handles several types of transactions and is responsible for the collection of tuition payments, student loans, financial aid reimbursement transactions, emergency loans checks, scholarship, University funds, and currency exchange checks. The Cashier's Office also handles disbursement of payroll checks for Federal Work Study and for University employees. Deposits for Academic and Administrative Accounts and daily parking hang tags are also disbursed through this office. No personal checks will be cashed at this office. This office is open Monday through Friday from 8:30 a.m. till 2:30 p.m., closed one hour for lunch (11am to noon). Rowan-Virtua SOM identification is required for all employee and student transactions.

Tina Vinciguerra, Head Cashier, vinciguerrat@rowan.edu

Cashier's Office

40 E. Laurel Road, Room 1129, P.O. Box 1011 Stratford, NJ 08084
Telephone: (856) 566-6791 | Fax: (856) 566-6157

Financial Aid

Financial aid is any grant, scholarship, or loan offered for the express purpose of meeting educational expenses. Such aid can be based on academic merit, financial need, or both, and is usually provided by or through Federal and/or State agencies, foundations, corporations, or Rowan University. Grants and scholarships are regarded as gift assistance and need not be repaid, although they may carry provisions to which one must adhere to remain eligible for the funding. Loans must be repaid over an extended period of time per lender regulations after the student borrower leaves the institution.

Financial aid can be awarded on the basis of need and/or enrollment certification. Need is the difference between the student's ability to contribute and the cost of attendance. Parental data is required on the FAFSA to be considered for some Title VII loan and State grant programs. (If provided, this information cannot be used in determining Title IV eligibility.) Financial need is determined by subtracting the Expected Family Contribution (EFC) from the Cost of Attendance (COA). The EFC represents an estimate of one's ability to contribute to their educational costs and is determined through an analysis of the Free Application for Federal Student Aid (FAFSA), or renewal FAFSA. Rowan University expects that students will contribute to their fullest from income and assets in meeting expenses.

Financial aid award packages can be viewed in Self-Service Banner. Awards are prepared when a financial file is complete. A completed file consists of an official Free Application for Federal Student Aid (FAFSA) for the relative academic year. New borrowers are required to complete online Federal Entrance Counseling and a Master

Promissory Note (MPN) as well. Occasionally, supplemental documents may be requested prior to awards being made and/or finalized. An award may consist of loans, scholarships, grants and Federal Work Study. Most financial need is met primarily through a combination of loan programs.

Any individual delinquent on or in default of a prior educational loan may not receive financial aid at Rowan University until that delinquency or default status is rectified. The Student Financial Aid Office will be able to counsel in the resolution of such problems.

Financial aid recipients who withdraw from courses for any reason, including medical withdrawal or Leave of Absence (LOA) may no longer be eligible for the full amount of federal financial aid funds received for the semester. The Financial Aid Office will calculate the amount of financial aid earned relative to the date of withdrawal. Based on this calculation, the student may be responsible for repaying a portion of the financial aid received.

Sources of Financial Aid

Federal Programs

1. Federal Direct Loan (Unsubsidized) - Department of Education Title IV Program. Interest is unsubsidized. Annual and lifetime aggregate loan limit amounts apply.
2. Primary Care Loan - Department of Health and Human Services Title VII Program. Must demonstrate need as defined by Federal Government. Interest is subsidized and is fixed at 5%. Primary Health Care residency and practice is required for the life of the loan.
3. Loans for Disadvantaged Students - Department of Health and Human Services Title VII Program. Must demonstrate exceptional financial need using current HHS standards. Interest is subsidized and is fixed at 5%. **Parental information is required on the FAFSA.**
4. Federal Work Study Program - Department of Education Title IV Program. Must demonstrate financial need as defined by the Federal Government.
5. Direct Graduate PLUS Loan (Unsubsidized) – Department of Education Title IV Program. Maximum loan amount can be up to the cost of attendance for the relative class year, less any other aid awarded. A satisfactory credit history is required.

State Programs

1. Educational Opportunity Fund (EOF) - A New Jersey grant program for students from disadvantaged backgrounds as defined by the State. The maximum grant is \$4,600.00 per year. Parental information may be required.

School of Osteopathic Medicine

Tuition Grants and Merit Scholarships are available to eligible students at the time of admission to SOM. Eligibility is determined by the Admissions Committee.

Foundation Programs

Scholarships are awarded to students attending or accepted for admission to Rowan-Virtua SOM. Students meeting eligibility requirements will automatically be considered by the appropriate department. Awards are administered by the Student Financial Aid Office.

External Scholarship/Grant Opportunities

The Office of Student Financial Aid has composed a list of external scholarship/grant programs that our students may be eligible for. Please note each program has a different application date and process. Please visit <https://som.rowan.edu/education/financialaid/financial-planning/scholarships.html>.

Graduate Medical Education (GME)

Joanne Kaiser-Smith, DO, Associate Dean, GME

kaiserjo@rowan.edu

Chuck Tucker, MA, Director, GME

ctucker@rowan.edu

113 Laurel Road, P.O. Box 1011, Stratford, NJ 08084

(856) 566-7121 | <https://som.rowan.edu/graduate/contact.html>

The Rowan-Virtua SOM Office of Graduate Medical Education (GME) works with the ACGME sponsoring institutions of Jefferson Health New Jersey (JHNJ) and Virtua Health in the administration and support of over 20 residency and fellowship programs at multiple hospitals and ambulatory settings in the Southern New Jersey region. The strong alliance of Rowan-Virtua SOM and these hospitals began over thirty (30) years ago and continues to provide trainees with excellent educational opportunities in local programs with an osteopathic emphasis. As an Academic Affiliate of these programs, Rowan-Virtua SOM faculty deliver lectures, mentor, and coach at the bedside, develop unique curricular opportunities, and involve trainees in research projects.

In addition to helping provide over 200 house staff with exceptional faculty supervision, the GME office works with full time and volunteer faculty to provide in-person and online educational programming and faculty development; assists with ACGME Osteopathic Recognition for programs; advises Rowan-Virtua SOM staff and students on GME issues; and oversees verifications for former house staff.

Applications to the JHNJ and Virtua Health residency and fellowship programs are accepted through the Electronic Residency Application Service (ERAS).

For additional information, please contact the GME Office at (856) 566-7121.

Academic Affiliates (GME)

In addition to the GME affiliations with JHNJ and Virtua Health, Rowan-Virtua SOM has Academic Affiliation agreements with several additional New Jersey hospitals and health systems to provide support in the areas of Osteopathic Recognition. Faculty Development, Research, GME Assistance, and Rowan affiliate online access to the resources of the Rowan-Virtua SOM Health Sciences Library. These include the following:

CarePoint Health – Bayonne Medical Center

CarePoint Health – Christ Hospital

Inspira Health – Vineland and Mullica Hill

These institutions represent over 18 additional residency and fellowship programs at a variety of full service urban and suburban community hospitals. The programs collectively consist of over 250 residents and fellows on a yearly basis and recruit heavily from graduates of Rowan-Virtua SOM.

For information about the GME programs at our Academic Affiliates, including applying for programs, please use the following websites:

CarePoint Health - Christ Hospital and Bayonne:

<https://carepointhealth.org/graduate-medical-education/>

Inspira Health – Vineland and Mullica Hill:

<https://www.inspirahealthnetwork.org/services-treatments/graduate-medical-education>

Information Resources and Technology (IRT)

IRT is your technology partner at Rowan University. We are here to connect you with the systems and services you need to support your success. For more information about us, please visit irt.rowan.edu.

Rowan NetID

Your Rowan NetID is your key to accessing online Rowan University services. With your Rowan NetID, you can log in to Canvas, RowanWiFi, Self-Service Banner, Google Drive, your Rowan email and Rowan-managed computers in computer labs and elsewhere.

To set up your Rowan NetID or make changes to your account, visit netid.rowan.edu.

RowanWiFi

RowanWiFi is the easiest way to get online at Rowan University. You can access RowanWiFi by simply logging in with your Rowan NetID. For information, visit go.rowan.edu/wifi.

Printing & Computer Labs

Rowan's Mobile Print system gives students the flexibility to send a print job from their computer or mobile device no matter where they are, and then pick up that print job on campus up to 48 hours later. Visit go.rowan.edu/printing for printing locations.

Visit go.rowan.edu/computerlabs for computer lab locations and hours.

Learning Technologies & Media

Services

Students may request the following services from IRT by emailing support@rowan.edu:

- Media production - including videography, photography (portrait and event), in-studio lecture capture
- Graphic Design and Printing Services - including design of digital and printed collateral, printing (large and small format, duplication, thesis) and presentation design consulting
- AV support - classroom/conference room AV training, event setup, loaner equipment (including dslr camera kits, portable sound system, voice recorders, etc.)
- Instructional design support

After submitting a request to support@rowan.edu, you will receive a link to our [LTM Job Request Form](#) where you will provide information about your request. If a Banner Org number is to be charged, the request must include that number and an administrative staff member's name and contact information who can authorize the charge. Please provide 72 business hours advance notice for requests

Borrowing Loaner Equipment

A limited stock of audiovisual equipment is available for loan on a first come, first served basis. Due to limited stock, it is recommended that equipment be reserved at least a week in advance. Pickup and return will be scheduled once equipment availability is confirmed. We ask that all borrowed equipment be returned as soon as possible after its use. Written approval must be obtained prior to pick up if equipment is to be borrowed for an extended period of time. Failure to follow these instructions may affect the future borrowing privileges. Pick up of equipment and/or other materials will be from Academic Center 258. An IRT staff member will let you know if pickup will be in-person or via our dropbox outside of the suite.

Connecting to Technology in Collaborative Spaces

It is imperative that fixed cabling in technology-enhanced spaces not be adjusted. Please utilize user-provided cables with input plates on the wall. The input plate is usually located on the wall below the display or projector

screen in the room. If you have a question about connecting your device to room equipment, please send email to support@rowan.edu. Quick start guides are available to assist with using technology in these spaces go.rowan.edu/somquickstartguides

Other Student Resources

Visit go.rowan.edu/students for a list of other digital resources that can help you collaborate with your classmates, communicate with your instructors and reach your academic goals.

Technology Help

Students have multiple ways to request technology help. Visit go.rowan.edu/techhelp for a full list of options and current hours.

Phone/Email Support

Call: 856-256-4400 | Email: support@rowan.edu

In-Person Support by Appointment

For current hours, [visit the IRT website](#).

Stratford – Current Hours

Monday to Thursday 9am to 3pm; Friday 9am to 12noon

The Technology Assistance Center at Rowan-Virtua SOM is located in the Academic Center on the 2nd floor, 292 (off of the elevator or up the stairs to the right). While you are able to walk in to get assistance, you must first submit a request for assistance at one of the kiosks on campus or email support@rowan.edu.

Sewell

There is no walk-in assistance on the Sewell campus. If you require assistance, submit a request at one of the kiosks on campus or email support@rowan.edu.

Knowledge Base

The Knowledge Base in the Rowan Support Portal contains hundreds of self-help articles about technology services at Rowan University. Visit go.rowan.edu/knowledge to access the Knowledge Base.

Ask Susan

Susan, Rowan’s digital assistant, is available 24/7 at go.rowan.edu/susan to answer your questions about technology at Rowan University.

Technology Policies

Students are responsible for following University policies when accessing and using digital resources. Rowan University policies guide and protect your use of online resources and technology. For example, under the Acceptable Use Policy:

- You cannot distribute or collect copyrighted material without the expressed and written consent of the copyright owner or without lawful right to do so.
- You cannot share passwords or leave passwords unprotected.

Rowan University Policies are located [here](#). All Rowan University Information Resources & Technology Policies are located [here](#)

Stay Safe Online

Use our security checklist to protect your computer and your data. go.rowan.edu/securitychecklist

Registrar

Regina Wilmes, Registrar, SOM Campus

40 East Laurel Road, Suite 2105

P.O. Box 1011, Stratford, NJ 08084-1501

Telephone: (856) 566-7055, Fax: (856) 566-6475, E-Mail: somregistrar@rowan.edu

Website: <https://som.rowan.edu/education/academic/registrar.html>

The Registrar preserves and maintains permanent academic records for all students who have attended Rowan-Virtua School of Osteopathic Medicine. The records include those of currently enrolled students, graduates, and former students.

The Registrar ensures that the degree of Doctor of Osteopathic Medicine is awarded only after all criteria for enrollment have been met and all requirements of academic performance have been successfully completed.

Academic Calendar

The academic calendar for the current year will be found at this link:

<https://som.rowan.edu/documents/academiccalendar.pdf>

Address Changes

The Office of the Registrar maintains student's mailing and permanent addresses on the University database. To change either address, complete the Address Change Form at:

<https://som.rowan.edu/documents/addresschange.pdf>

Academic Attire

Faculty obtain academic attire for the Commencement ceremonies through the Office of the Registrar. The university's bookstore staff will coordinate the process of purchasing academic attire during the spring semester.

Annual Notification of Rights Under FERPA (Family Educational Rights and Privacy Act)

Affords students certain rights with respect to their education records. They are:

1. The right to inspect and review their education records within 45 days of the day an appropriate University official receives a written request for access. Students shall submit to the Registrar, Financial Aid Director, Associate Dean or other appropriate University or School official written requests that identify the record(s) they wish to inspect.
2. The right to request the amendment of education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading by writing to the University official responsible for the record, clearly identifying the part of the record they want changed, and specifying why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to School officials with legitimate educational interests. A School official is a person employed by the University or acting in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health care staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); an administrator or faculty member from an institution with which Rowan University has an academic or clinical affiliation who has a legitimate educational interest; a person serving on the Board of Trustees; or a student serving on an official School committee, such as a disciplinary or grievance committee, or assisting another School official in performing his or her tasks.

A School official has a legitimate educational interest if they is:

- a. performing a task in order to fulfill his or her professional responsibility;
- b. performing a task related to a student's education; or
- c. performing a task related to a disciplinary action involving a student.

Upon request, the University discloses education records without consent to officials of another school in which a student is, seeks, or intends to enroll.

Rowan University reserves the right to release directory information without prior written consent of a student unless notified in writing to the contrary. Rowan University has designated the following items as Directory Information: student name, University-issued identification number, addresses (including electronic), telephone numbers, date and place of birth, field(s) of study or program(s), participation in officially recognized activities, photographs, enrollment status, dates of attendance, degrees, awards and honors received, previous schools attended, and graduate medical/dental placements.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and private personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. The U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and private personally identifiable information without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Federal and State Authorities may allow access to your education records and private personally identifiable information without your consent to researchers performing certain types of studies, in certain cases ***even when we object to or do not request such research***. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your private personally identifiable information, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent private personally identifiable information from your education records, and they may track your participation in education and other programs by linking such private personally identifiable information to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202-4605

Course Rosters

Official course rosters will be found in the one45 learning management system. Students' current phone numbers and e-mail addresses may be obtained from the Registrar's office approximately two weeks after the start of the academic year.

Diplomas

Diplomas will be mailed in June to any student who has completed all degree requirements by May 30th. Students who graduate after May will receive their diplomas the following month.

Grade Rosters

Official grade rosters are provided to Course Directors by the Registrar. Rosters are listed alphabetically with University issued numbers for proper identification. At no time should grades be posted or transmitted by name, Social Security number, or other individually identifiable information. Final grades are submitted as official documents and are permanently stored. All grade rosters must be accurate, complete, and signed by Course Directors on every page. Changes must be submitted on the Grade Change Form and signed by the Course Director.

International Experiences

Students who hope to travel abroad either for clerkship credit or as a non-credit experience must have school approval to travel internationally for those purposes. In order to leave enough time for the multi-step approval process, students should meet with the SOM Registrar a minimum of 4 months in advance of their desired travel date (but earlier is better) to learn the process. The required forms will be provided to the student at the meeting.

Jury Duty

Students who are summoned for jury duty can request a letter to be sent to the court asking to excuse them during their enrollment at SOM. In order for the letter to be sent to the court, students must provide the Registrar's office with a copy of both sides of their jury summons a minimum of 2 weeks before the date of their scheduled appearance. Students are still required to respond online to the jury questionnaire. Typically, after the letter is received by the court students are excused. However, if they are not, they are required to appear on the scheduled date and time.

Name Changes

A student who wants to change the name that was provided at admission must complete the Change of Data Request Form found at: <https://som.rowan.edu/documents/namechange.pdf>, and provide supporting legal documentation.

Registration

All students are required to complete the registration form before they are permitted to start classes or clinical rotations. Registration is conducted annually. A late fee of \$100 per day will be charged to a student whose registration is incomplete on the first scheduled day without prior approval by the Office of the Registrar at SOM on the Stratford campus.

Transcripts

Currently enrolled students are able to view their course grades and view and print an unofficial copy of a web version of their academic transcript in Self-Service Banner. A request for an official transcript must be submitted to the Registrar's Office in writing, allowing up to ten days for the processing of each request. A \$5 fee is charged to graduates and former students for each official transcript. Transcripts for currently enrolled students are free. To access the form, go to:

<https://som.rowan.edu/documents/transcriptreq.pdf>

Only Rowan University transcripts may be released to outside institutions or individuals. Non-Rowan University transcripts received as part of the Admissions process remain the property of Rowan University and are never released to the student or other outside institutions or individuals. Those seeking to send non-Rowan University transcripts to a third party must send their request to the original institution.

Verifications/ Letters of Good Standing

The Office of the Registrar verifies enrollment, dates of attendance, academic status, graduation, professional liability insurance, personal health insurance, criminal background checks, and loan deferment certifications. These are sometimes referred to as "Letters of Good Standing." The Verification Request can be found at: <https://som.rowan.edu/documents/verificationrequest.pdf>

Simulation Center

Nils Brolis, DO, Medical Director

[856-566-6071](tel:856-566-6071) | brolisnv@rowan.edu

Margarita David, DNP, BA, RN, PCCN, CSN, Director of Programming

[856-566-6172](tel:856-566-6172) | davidm7@rowan.edu

Rowan Medicine Building - Suite 2500

42 East Laurel Road, PO Box 1011

Stratford, NJ 08084-1354

The Rowan-Virtua SOM Simulation Center is a teaching and testing facility designed to support the use of simulation for predoctoral and postgraduate medical training. For an osteopathic medical student these experiences are offered over all four years of school and range from non-graded skill practice sessions to boards-styled graded assessments which must be passed to graduate.

In general, simulation activities call for the display of several learner abilities; this includes interpersonal communication, the ability to gather historical or physical data, recording of a medical record, and the incorporation of osteopathic principles and treatment. However, depending on the activity there are also specific pre-designated performance measures which a learner is expected to demonstrate.

Simulation activities also provide structure for the provision of written and oral feedback from faculty, standardized patients, and peers. Most events are digitally recorded and archived where they remain accessible for teaching and research purposes.

Simulation activities on-campus fall within three categories: *standardized patient (SP) encounters, procedure task training, and human patient simulator scenarios.*

SP encounters involve a clinical interaction between a learner and a patient actor in a simulated environment. A typical experience involves the patient offering a scripted medical complaint, prompting the learner to interview and examine the patient in an effort to find the most appropriate diagnosis and treatment plan; the learner is also expected to document their findings and plan appropriately. SP encounter scenarios often occur in an ambulatory setting and involve common problems which may be seen. Examples of complaints a medical student may hear include back pain, cough, or trouble breathing.

Procedure task training is the performance of a medical procedure on a simulated body part. This provides a learner an opportunity to practice performance of a skill in an environment where a patient cannot be harmed during the training process. Some skills which medical students will learn include phlebotomy, suturing, and injections, among several others.

Human patient simulator scenarios comprise an individual or small group of learners engaging with a mannequin experiencing a medical event in a simulated environment, followed by a structured debriefing with a facilitator. Mannequin vitals and physical findings are manipulated based on the context of the medical event. Scenarios themselves, by comparison to SP encounters, more frequently involve high-acuity situations which would be difficult to reproduce with a patient actor, examples including a pneumothorax or myocardial infarction.

Student Affairs and Alumni Engagement

Anne C. Jones, DO, Assistant Dean of Student Affairs
Dean Micciche, Assistant Dean of Student Programs and Alumni Engagement
40 East Laurel Road | University Educational Center- Suite 2105
PO Box 1011 | Stratford, NJ 08084
Telephone: (856) 566-6740 | Fax: (856) 566-6341

Brittany Mitchell, Associate Director of Student Programs and Engagement
1474 Tanyard Road | C200 | Sewell, NJ
<https://som.rowan.edu/education/studentlife/>

The Office of Student Affairs and Alumni Engagement serves as a focal point for non-academic/non-curricular matters pertaining to students and alumni. This includes student services, student publications, student health insurance, student governance, student clubs, student club programs, club finances, the student-mentors program, wellness programs, events for students, including the White Coat Ceremony, Orientation Week and Commencement, as well as all alumni engagement programs, outreach and fundraising efforts.

It is each student's responsibility to be familiar with University policy and practices, the Academic Rules and Regulations, the Rowan-Virtua SOM Student Code of Conduct, program and degree requirements. Students are responsible to read and understand the Student Handbook and remain informed of rules, regulations and other requirements published in the Student Handbook or promulgated by the faculty, administration or Board of Trustees of Rowan University.

Please note that official communications, including updates to this handbook, will be communicated to Rowan-Virtua SOM students via their University e-mail account and/or by mail to a local address.

Dedicated Student Spaces and Student Room Reservations

The Student Lounge on the second floor of the Academic Center was named in honor of Howard Levine, DO, an osteopathic physician in general practice in Bayonne, NJ, who was instrumental in promoting legislation which led to the creation of the School of Osteopathic Medicine in 1976. Other dedicated spaces are available on campus for studying, meditation/prayer, music/practice, student organization meetings and club storage space.

Students seeking to make room reservations for programs, events or meetings must submit their reservation request(s) using the on-line request form:

<https://som.rowan.edu/education/studentlife/reserve.html>

Those seeking room reservations with less than 72 hours' notice will need to check for open rooms at the date/time that you plan to hold your meeting or program.

Student Health Services

It is important to note that the University policy emphasizes the student's mental and physical well-being. Acceptance and matriculation at the School are contingent upon continued mental and physical well-being, sufficient to demonstrate ability to successfully complete the program of studies at this School. In order to determine standing, the School reserves the right to require a mental or physical examination after matriculation at the School to evaluate fitness for continued studies. Specific health and immunization requirements for matriculation can be found in the Admissions section of this Handbook.

Each student enrolled in a program at the University shall have adequate health and accident insurance coverage, including basic hospital benefits, which is maintained throughout the period of the student's enrollment. Students may choose the University's insurance plan or may waive participation in the University plan if they (a) currently have health and accident insurance coverage that meets minimum requirements set by the University and (b) complete an on-line waiver form. Students who have elected to participate in the University plan shall comply with all guidelines of the insurance program.

On campus, student health services are provided under the supervision of the Director of Student Health in the Department of Family Medicine. A student health record is initiated for each entering and transfer student and kept in the Office of Student Health until graduation, at which time it is transferred to the Office of Student Affairs and Alumni Engagement.

Rowan-Virtua SOM Student Health & Wellness

Todd Schachter, DO schachter@rowan.edu
Paul Furtaw, PsyD furtaw@rowan.edu
Charise Emery emeryc1@rowan.edu

42 E. Laurel Rd. Suite 3200, Stratford, NJ 08084-1501
Student Health Records: (856) 566-6825 | Counseling Appointments: (856) 566-7175 |
24/7 Mental Health Crisis Line: (833) 484-6359 | Fax: (856) 566-6899

Hours of Operation

Monday	9:00 am – 4:30 pm
Tuesday	9:00 am – 4:30 pm
Wednesday	9:00 am – 4:30 pm
Thursday	12:00 pm – 7:30 pm
Friday	8:30 am – 4:00 pm

For more information about health insurance coverage, waiving coverage and adjudication, contact the Office of Alumni and Student Affairs, 856-566-6482.

Students can also access the physicians through our primary care offices or through their own insurance plan:

- List of providers at [Rowan Medicine](#)
- List of providers for [AETNA](#) (school insurance)
- List of providers for [Medicaid](#)

Needlestick and Bloodborne Pathogen Exposure Policy and Procedure

The Needlestick and Bloodborne Pathogen Exposure Policy and Procedure is instituted to ensure appropriate action is taken to prevent, prepare, and protect SOM students from needlesticks and bloodborne pathogens exposure and provide protocols to follow in the event of these exposures.

All SOM students receive training on infectious hazard methods of prevention and safety, including protocols surrounding access to care and treatment after exposure. The protocols included in this policy must be followed whenever there is the potential for exposure. Students are expected to comply with recommended infection prevention precautions and procedures at the point of patient care at each clinical site.

<https://som.rowan.edu/documents/needlesticks-and-bloodborne-pathogens-exposure-policy-5.23.2023.pdf>

Student Mental Health Services

Rowan-Virtua SOM provides medical students convenient, confidential access to expert mental health care, 24 hours, 7 days a week through a variety of on-campus and off-campus resources:

If you or someone you know needs guidance or counseling:

Call Rowan-Virtua SOM Student Health & Wellness (856) 566-7175

Rowan-Virtua SOM Student Health & Wellness provides medical students free, confidential access to expert mental health care, including counseling and performance coaching.

An individual may be self-referred or referred by the Office of Student Affairs or other departments of the school. Confidentiality of the student is respected, and no treating physician or clinician will have a role in the delivery of the medical student education. Services include evaluation and assessment, individual short-term dynamic psychotherapy, referral to appropriate resources, and stress management workshops.

Todd Schachter, DO, Director
Paul Furtaw, PhD, Psychologist
42 E. Laurel Rd. Suite 3200
Stratford, NJ 08084-1501
(856) 566-7175

1. Students can also receive confidential services by calling the Counseling & Psychological Services Center (856-256-4333), which is located in the Wellness Center at Winans Hall. There are counselors available with specialized training to support Complainants of sexual violence. Counselors are available to help support students free of charge and can be seen on an emergency basis. The Student Health Center (856-256-4222) can also provide confidential consultation with victims and may offer treatment to prevent sexually transmitted infections or pregnancy. In circumstances where the Health Center is unable to offer these services, they will provide a referral to an appropriate medical resource. In addition, you may speak on and off campus with members of the clergy, who will also keep reports made to them confidential.
2. TimelyCare offers students 24/7 on-demand emotional support, scheduled counseling, and self-care content. To schedule free counseling sessions, [click here](#) and register/login with your Rowan-Virtua email. You will have the option to self-schedule appointments and select the day, time, and mental health provider of your choice.

Health Care Providers' Recusal from Student Assessment

Rowan-Virtua SOM students may seek care from the health professionals of their choosing. However, to ensure there is no conflict of interest between a student and their treating physician/health care professional, faculty members should not supervise or evaluate the academic performance of any student for whom they have provided health care, including psychiatric/psychological care.

If a faculty member discovers that they are assigned to an evaluative role of a student for whom they have provided health care, they must recuse themselves and confidentially notify the course / clerkship director immediately to reassign appropriate evaluators.

Students must also confidentially notify the course or clerkship director or Academic Affairs if they are paired with a health care professional who is or has treated them medically or psychiatrically; they will be reassigned to another faculty member.

Preceptors/module directors/clerkship directors who are involved in student assessment and evaluation will certify that they have not provided healthcare to the students they are evaluating. Additionally, faculty members who serve on a Student Academic Progress (SAPC) must certify that they have not, and will not, provide healthcare to the students who will be reviewed by the committee. Department chairs will review this policy annually at their departmental faculty meetings. Students will attest to their compliance with this policy annually during registration.

Orientation

Orientation week is scheduled in conjunction with the first week of classes for the incoming students. The programming includes class/course registration during the first day. First-year students are required to attend a wide variety of informational lectures on topics including curriculum, student health and wellness, financial aid, policies and procedures, HIPAA, handwashing, infection control, public safety, facilities and resources. Panel discussions with students and physicians, guest speakers from the New Jersey Association of Osteopathic Physicians and Surgeons and the Rowan-Virtua SOM Alumni Association as

well as activities including icebreakers and team-building programs as well as an Introduction to Professionalism session. Several social events and a voluntary community service project allow new students the opportunity to become familiar with South Jersey, Rowan-Virtua SOM and meet members of the student body, faculty and staff.

<https://som.rowan.edu/education/academic/orientation>

Rowan-Virtua SOM Commencement

An annual Rowan-Virtua SOM/GSBS Commencement ceremony is held in conjunction with Commencement Week to specifically acknowledge the accomplishments of SOM's graduating students. The event includes a full Commencement Ceremony on the University Green at Rowan University with graduates, faculty, parents and guests. The Commencement program includes congratulatory messages, presentation of the SOM Medal of Excellence and Distinguished Alumni Award as well as student/faculty honors and the Golden Apple awards. All graduates process to receive their doctoral hoods and diplomas. Graduates are also inducted into the Rowan-Virtua SOM Alumni Association. Graduates and their guests are invited to attend the Dean's Reception following the Commencement ceremony.

Graduates who have been selected for special honors are invited to a Graduate Awards Dinner, held off-site, and includes a reception, dinner and awards presentation. This program includes students and faculty honors and awards, including:

- Certificates of Honor for outstanding achievement awarded by departments;
- The Dean's Award for outstanding academic achievement to a member of the class;
- The President's Award for overall excellence in academics, leadership and community service;
- New Jersey Association of Osteopathic Physicians and Surgeons Award for Excellence in Osteopathic Medicine;
- Dean's Special Recognition Award;
- Alumni Association Leadership Award;
- Community Service Award; and the
- Leonard Tow Humanism in Medicine Awards

University Commencement

Commencement is a University-wide celebration for all graduates of Rowan University. All Rowan-Virtua SOM graduates are expected to attend this program, which is typically held on the weekend prior to Commencement Week.

White Coat Ceremony

The tradition of holding a White Coat Ceremony is inspired by the Arnold P. Gold Foundation. The White Coat Ceremony is held every year to welcome and indoctrinate the new medical students with the official presentation and cloaking with their first white coat. The Arnold P. Gold Foundation was established to recognize and promote physicians who demonstrate both scientific excellence and devotion to comprehensive patient care. The white coat is a symbol used to express and/or reaffirm our dedication to preserving humanism in medicine. The ceremony is a ritualized event to define a shared interpretation. The white coat provides the milieu for becoming a physician.

Alumni Association/ Alumni Facts

The charter class of the School of Osteopathic Medicine graduated in 1981 with 24 members. Today, the School graduates more than 165 students each year and that number will climb to 200 with the class of 2022.

The purpose of the Rowan-Virtua SOM Alumni Association is to advance the mission of osteopathic medical education at Rowan-Virtua SOM and the osteopathic profession to:

- Promote collegiality among graduates, students, faculty and friends of Rowan-Virtua SOM.
- Enrich the student experience
- Promote activities which further the visibility and prominence of Rowan-Virtua SOM.

Below are some facts about the Rowan-Virtua SOM Alumni Association:

- 2,949 graduates, 1981 - 2018
- About half of the alumni live and/or practice in New Jersey
- Nearly half of our alumni are practicing in primary care medicine disciplines
- One out of every four alumni enters a career in family medicine
- An estimated 10% of Rowan-Virtua SOM alumni practice at least 50% of their time in medically underserved communities (MUC's)
- Many alumni have created endowments that support scholarships for SOM students

Student Government Association (STUCO) Constitution

<https://som.rowan.edu/education/studentlife/stuco.html>

Student Professional Societies & Clubs of SOM

For more information and a complete list of student professional clubs, please visit:

<https://som.rowan.edu/education/studentlife/organizations.html>

Academic Standards / Academic Rules and Regulations

I. Purpose

The Academic Rules and Regulations (ARR) of the School of Osteopathic Medicine define the standards of academic and professional performance for students who are candidates for the degree Doctor of Osteopathic Medicine. The ARR have been developed by the faculty and student members of both the Curriculum Committee and the Student Academic Progress Committee (SAPC) and have been approved by the Executive Council, the faculty and the Dean of the School of Osteopathic Medicine. Actions of the Committee are recommendations to the Dean who may approve, disapprove, modify or return the recommendations to the Committee for further consideration. The decision of the Dean of the School of Osteopathic Medicine is final in all cases concerning student academic performance.

The ARR define the procedures by which students are considered for promotion, graduation, remedial instruction, leaves of absence and dismissal. Students with problems in personal adjustment are also considered by the Committee. The members of the Committee, in consultation with faculty advisors and faculty members, will attempt to identify how students in academic difficulty may be helped to continue and complete their professional training within the policies of the ARR. The welfare of the public, whom the graduates of the School will serve, in addition to the welfare of the student and the institution, is paramount in reaching a recommendation in all cases before the Committee.

II. Student Registration

No student will be considered registered for attendance at the School of Osteopathic Medicine unless they have fulfilled the registration requirements prescribed by the Committee. These requirements are:

A. Entering Students

1. Receipt by the Office of the Registrar of the final and complete transcript of record of attendance at all institutions attended for the completion of the entrance requirements to the School of Osteopathic Medicine;
2. Completion of the official registration form;
3. Completion of the required medical history and physical examination and all immunizations and testing as required by the Office of Student Health for all entering students and transfer students;
4. Completion of arrangements for the payment of the tuition charge, or payment made at the time of registration; and
5. Automatic enrollment in the student health plan offered through the University or completion of the online waiver indicating comparable coverage through an approved plan.

B. Continuing Students

1. Completion of the annual official registration form for the Office of the Registrar;
2. Completion of arrangements for the payment of tuition and fees, or receipt of advance payment;
3. Automatic enrollment in the student health plan offered through the University or completion of the online waiver indicating comparable coverage through an approved plan.

- C. Student Scholars
A Maintain Matriculation fee of \$50.00 will be charged to students designated as a Student Scholar. Student Scholars are those who are approved to take time off from rotation to pursue other academic endeavors for a fixed period of time. Student Scholars must abide by the curriculum and policies for their new graduating class when they return.
- D. Lightened Load Students
Lightened Load students are those who have to repeat coursework which results in a change in their graduating class. Lightened Load students must abide by the curriculum and policies for their new graduating class. Lightened load students may be charged a modified tuition rate depending on how many courses they are repeating. (See Policy on Tuition and Fees.)
- E. Late Registration
A late fee of \$100.00 per day will be charged to students whose registration is incomplete on the first scheduled day without approved prior notice to the Office of the Registrar at SOM, Stratford Campus.
- F. Good Standing
A student who has registered and has active student status will be considered a student in good standing.

III. Attendance

SGL and PBL Students

While all course content is required, some courses have Mandatory sessions. Many courses with Mandatory sessions have allotted absences that do not require permission. Instead, students are expected to use these allotments for special occasions and emergencies. Exceeding the allotment automatically will be referred to the Dean of Student Affairs.

Medical Scholarship, Community Service Learning & Leadership (CSLL), Intersessions, and BRIDGE Weeks

Session	Maximum Absences	Requirements (Email all in box)
Medical Scholarship Mandatory Sessions and Exams	2 per Academic Year (Can't be used for 2 consecutive sessions)	medscholarship@rowan.edu
CSLL - First Year	2 class sessions per Academic Year	-Dr. Bertsch bertsch@rowan.edu -Danielle DiPietro dipiet18@rowan.edu
CSLL - Second Year	1 half day segment that is a mandatory session, per Academic Year	-Dr. Bertsch bertsch@rowan.edu -Dr. Hochman hochman@rowan.edu -Danielle DiPietro dipiet18@rowan.edu
BRIDGE Week/ Intersessions	0 absences allowed (Mandatory Attendance)	-Courtney Pitt pitt@rowan.edu -Excused Absence Request Form

PBL Students

PBL - System Block Small Group Attendance

Small group attendance is mandatory, so if you will be absent from small group class, you must fill out the [PBL Absence Allotment Form](#) and email your facilitator as soon as possible.

Absences from PBL Small Group are covered by the allotments described below.

This includes, but is not limited to: personal days, vacation, non-COVID related illness, personal or family emergencies, jury duty, attending a conference where you are not presenting, etc.

No medical excuse or documentation is required.

<u>Session</u>	<u>Maximum Allotted Absences</u>	<u>Requirements (Must do BOTH in box)</u>
First Year PBL Small Group	3 per Semester, 2 per Block	- Fill out PBL Absence Allotment form -Email your Facilitator
Second Year PBL Small Group	3 per Academic Year, 2 per Block	- Fill out PBL Absence Allotment form -Email your Facilitator

If a student exceeds their allotted number of absences, the absence(s) will be considered unexcused. **Unexcused absences will be referred to the Associate Dean of Student Affairs for Professionalism violation.**

PBL - OCS (Osteopathic Clinical Skills)

Osteopathic Manipulative Medicine (OMM) and History & Physical (H&P) are mandatory sessions.

YOU MUST SIGN IN ON THE SIGN-IN SHEET AT EACH CLASS SESSION.

Not signing into class will result in the use of absence allotments.

Please note that it is a violation of the Code of Conduct to sign in for another student.

<u>Session</u>	<u>Maximum Allotted Absences</u>	<u>Requirements</u>
OCS OMM	3 per Academic Year	Absence notification not required
OCS H&P	3 per Academic Year	Absence notification not required

PBL Students - Use of Excused Absence Request Form

ONLY use the excused absence request form **via the [Rowan-Virtua SOM Excused Absence Request Form](#)** for the following reasons: (Must include documentation, if applicable.)

<u>Reason</u>	<u>Potential Excused Absences</u>	<u>Requirements (Must do ALL in box)</u>
Absence from Block Exam	Must be rescheduled	- Excused Absence Request Form -Email Colleen Rucci to reschedule ruccid@rowan.edu
Absence from: -Diagnostic -Practical -SP Encounter -Clinical Skills Labs / Procedures	Must be rescheduled	- Excused Absence Request Form -Email Kathy Roderick to reschedule roderikm@rowan.edu
Absence from a BRIDGE Week activity/Intersession session	0	- Excused Absence Request Form -Courtney Pitt pitt@rowan.edu
Absence from COMSAE Exam	0	- Excused Absence Request Form -CSS Advisor: - Sewell : Ferin Speaks ford@rowan.edu - Stratford , by last name: -A-F: Kashonna Garcon garcon@rowan.edu -G-PAS: Kirsten Dillman heckman@rowan.edu -PAT-Z: Stephanie Dearden dearden@rowan.edu
Professional Conferences, ONLY if you are presenting or in an SOM leadership position that requires attendance	Up to 2 potential days per Academic Year	- Excused Absence Request Form (Documentation of role required with form submission)
Required military service	Up to 3 potential days per Academic Year	- Excused Absence Request Form (Documentation required)

COVID-19 related illness	A single instance of up to 3 Small Group sessions per Academic Year (Does not apply to OMM and H&P)	<ul style="list-style-type: none"> -Do not come to campus. -Email Dr. Schachter immediately, and follow his instructions, which you must forward to Stephanie Smith. -Dr. Schachter schachter@rowan.edu -Stephanie Smith smithsm@rowan.edu -Notify your facilitator for the days affected. -Excused Absence Request Form
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****Do not use the Rowan University excused absence form directed to the Dean of Students in Glassboro by mistake, as this is not accepted for an excused absence at Rowan-Virtua SOM. (If it does not say Rowan-Virtua SOM or Virtua Health College of Medicine & Life Sciences, it is not the correct form.)**

You must use the Rowan-Virtua SOM Excused Absence Request form:
https://rowan.co1.qualtrics.com/jfe/form/SV_a8lz2ogOIWvAtmZ

Religious Observances

If you have religious observances that preclude you from working/attending school, you must submit those in advance on the Religious Observance Excused Absence Request form. The form will be available for submissions twice per year for pre-clerkship: In July to submit Fall semester dates, and in November to submit Spring semester dates. For second year students, religious observance excused absences only apply during pre-clerkship, until the end of BRIDGE 2. Please refer to the Core Clerkship Students section below for the absence policy that begins after BRIDGE 2 is complete.

Note: If you forget to submit dates through the form by the deadline, you must use absence allotments for those religious observances.

Please notify your facilitator/course director near the date of your approved absence to remind them that you will not be attending class.

Unexcused absences from exams, practicals, standardized patient encounters and/or other mandatory sessions will be referred to the Associate Dean of Student Affairs for Professionalism and may result in disciplinary action.

SGL - First and Second Year Students

System Blocks

Large Group Sessions

Students are responsible for all content in their courses. Mandatory (i.e., in-person/Webex) attendance at class sessions is at the discretion of the individual Block/Intersession/Course (BIC) Directors. Students need to check each course syllabus and class schedule for mandatory sessions. The Block BIC Director establishes criteria for excused absences. When absences from exams or mandatory sessions are not addressed in the syllabi, students should request an excused absence from the BIC director and the Associate Dean for Curriculum by completing the **Rowan-Virtua SOM Excused Absence Request Form**.

BICs that expect attendance may require students to sign in. It is a violation of the Code of Conduct to sign in for another student.

CBL - Excused Absence Policy: A student may have one excused absence from case-based learning small group sessions for the entire year, across all BICs (Blocks-Intersessions-Courses), with a grade substitution of the pre-assessment work. In the event of an excused absence, the CBL small group grade for that case will be replaced with the pre-assessment grade for that same case. All other absences for

CBL small groups will result in a grade of zero (0) regardless of the reason for absence. All absences must be approved by the Associate Dean for Curriculum. **All excused absence requests must be submitted via email to the Associate Dean for Curriculum within one week of the CBL in question.**

Illumination Quizzes (IQ)/Examsoft Quizzes (ExQs) - Excused Absence Policy: A student may miss one IQ/ExQ for the entire year, across all BICs, with no grade penalty. In the event of an excused absence, the quiz grade will be replaced with the subsequent exam grade for that BIC. All other absences for illumination quizzes will result in a grade of zero (0). All absences must be approved by the Associate Dean for Curriculum. All excused absence requests must be submitted via email to the Associate Dean for Curriculum within one week of the IQ/ExQ in question.

TBL - Excused Absence Policy: A student may miss one TBL quiz for the entire year, across all BICs, with no grade penalty. In the event of an excused absence, the TBL individual and group grades for that session will be replaced with the average total TBL grade (individual + group) of all other students within the student’s assigned group. All other absences for TBL sessions will result in a grade of zero (0) for the individual and group grades. All absences must be approved by the Associate Dean for Curriculum. All excused absence requests must be submitted via email to the Associate Dean for Curriculum within one week of the TBL in question.

Other In-Class Activities - Excused Absence Policy: A student may receive excused absences for other in-class activities for all BICs. An example is a flipped classroom quiz, but does NOT include CBL, TBL, IQ quizzes and any assignments that are completed online and outside of class. In the event of an excused absence approved for that activity, the grade for that activity will be entered as a zero (0). The excused absences will be factored into the BIC director’s decision to allow the student to remediate the missed activity at the end of the course, only if that grade will impact the Pass/Fail status of the student. All absences must be approved by the Associate Dean for Curriculum. All excused absence requests must be submitted via email to the Associate Dean for Curriculum by within one week of the activity.

Online Activities - Excused Absence Policy: A student will not be given an excused absence for any online activities that are given pre-set deadlines and can be completed outside of the classroom. If a student does not submit the required work for an online activity by the set deadline, they will receive a grade of zero (0) for that activity.

Session	Maximum Allotted Absences
SGL 1 - OCS OMM	3 per Academic Year
SGL 1 - OCS H&P	3 per Academic Year
SGL 2 - OCS OMM	3 per Academic Year
SGL 2 - OCS H&P	3 per Academic Year

SGL Excused Absence Request Form

Students are expected to take all assessments (quizzes, exams, etc.) during assigned times, as listed on the Block/Intersession/Course (BIC) schedule in One45. Any student who misses or intends to miss a required session must submit their request for an excused absence via **the Rowan-Virtua SOM Excused Absence Request Form** as outlined below.

All student requests for excused absences (including but not limited to Mandatory sessions, Evidence-based Learning, Case Based Learning, Standardized Patient (SP) / Clinical SkillsLab, Illumination Quizzes/EXQuizzes, BIC exams and COMAT exams must be made via the Rowan-Virtua SOM Excused Absence Request Form (https://rowan.co1.qualtrics.com/jfe/form/SV_a8lz2ogOlWvAtmZ).

Unexcused absences from mandatory sessions, Illumination Quizzes/Examsoft Quizzes, and exams may result in failure of the entire BIC or clerkship. Additionally, these will be referred to the Associate Dean of Student Affairs for Professionalism.

Via the Rowan-Soft SOM Excused Absence Request Form, a student may submit a request for a single absence occurrence (spanning up to five business days within the same week). Once completed, the student will receive an email from the Associate Dean for Curriculum or the curriculum division staff. The Associate Dean for Curriculum and/or the curriculum division may ask the student to provide follow-up documentation. If the absence is due to medical illness, medical documentation will be required within 24 hours of the event being missed. The documentation must state that the student was too ill to attend class or take the exam or have a return to school date after the event in question.

*Note: If the student does not complete the form in its entirety, it will delay the request. Any delays may exceed the time necessary to process the request. Requests made in advance should not be presumed to be excused because a form was submitted. Until the student receives a final decision they should presume the request(s) is/are unexcused and attend the session(s) accordingly.

Across all four years, unexcused absences from exams, practicals, standardized patient encounters and/or other mandatory sessions will be referred to the Associate Dean of Student Affairs for Professionalism and may result in failure for the course.

Core Clerkship Students

Attendance and punctuality during all aspects of clinical clerkships are expected and considered an important part of a student's professional responsibility. Students, like house staff, are expected to fulfill their educational responsibilities and their patient care responsibilities; they are accorded real roles and form an integral part of the hospital team. Since the focus of clinical education is patient care, 100% attendance is, therefore, required to be certain that continuity of care is maintained. The administration of Rowan-Virtua SOM maintains, and the student must recognize, that fulfillment of the academic program is top priority and that it is the student's responsibility to fulfill all clerkship requirements.

Incorporated in the third-year academic calendar is a two-week vacation period in December. In order to minimize missed time from clerkships, students should plan to use this time for personal reasons such as routine health/dental maintenance appointments, travel, rest and relaxation.

In addition, there are a **combined maximum total of 5 personal days per academic year** provided during the **third year**. These personal days can be used for any reason, but their use is **limited to a maximum** of 1 day off per 2-week rotation, 2 days off per 4 or 6-week rotation, and 3 days off per 8- 12-week rotation up to a maximum of five (5) total days per academic year. Personal days can be used for acute illness, religious holidays, and attendance at conferences or to take the USMLE exam. Students must request and receive approval to use personal time which, depending on the needs of the clerkship, may not be automatically approved. Absences will be at the discretion of, and must be approved by, both the Clerkship Director and Preceptor. Absences from clerkships will be monitored by the Office of Clinical Education, the Preceptor, the Clerkship Director and the Assistant Dean of Clinical Education.

NOTE: Half-day absences are not allowed. In the event a student needs to arrive late to their assigned clerkship for whatever reason, the student must notify their Preceptor (intern/resident), and the Clerkship Director by phone or text. Absences in excess of 1 day off for a 2-week rotation, 2 days off per 4 or 6-week rotation, and 3 days off per 8-12 week rotation or excessive lateness may result in a failing

grade and the entire clerkship may have to be repeated. It is **only** the Rowan-Virtua SOM Clerkship Director who can decide whether missed time can be made up by taking night call or weekend call.

It is understood that certain situations may arise that will result in absence from required daily participation in clerkship duties. In such instances the students **must observe the policies in the clerkship syllabus** and submit an Absence Request Form to use personal days and the following policies **must** be observed:

ALL ABSENCES FROM CLERKSHIP

Please note there are two forms for absences from clerkships: one for on campus events and one for clinical sites.

- Students **missing on campus (Stratford, NJ) events** such as COMAT exams, OSCEs, mandatory sessions for Academic Affairs should complete the:
 - **Rowan-Virtua SOM Excused Absence Request Form**
(https://rowan.co1.qualtrics.com/jfe/form/SV_a8lz2ogOlWvAtmZ).
 - Students **missing time from the clinical rotation for any reason** should complete the:
 - **Absence Request Form** (<https://somassessment.rowan.edu/ClinEd/>).
 - For guidance on how to complete the form or for which form to use, please see the guide at: https://somassessment.rowan.edu/clined/content/files/ClinEd_Application_Student_Guide.pdf
 - All absences are subject to approval by the Clerkship Director, the Preceptor, and the Office of Clinical Education and, once approved, will be communicated to the student.
 - In the case of an emergency or acute illness, the student must immediately notify their Preceptor, Clerkship Director, and the Office of Clinical Education upon learning that an absence will occur or has occurred.
1. In the case of emergency or acute illness, the student must notify the Preceptor and Clerkship Director by both phone and email notifying them that they will be absent and must submit an Absence Request Form within 1 business day to the Clerkship Director and Office of Clinical Education. Student must also copy and paste the email notification they sent to the Clerkship Director/Administrator and append it to the additional notes section of the Absence Request Form.
 2. The Office of Clinical Education will deduct 1 personal day for each day absence.
 3. Failure to submit an Absence Request Form will result in referral for disciplinary action for violation of Professionalism.
 4. When applicable, supporting documentation, such as a doctor's note, must be included with the form. **Please note:** medical documentation from a health care provider who is a family member is not acceptable. Notes should explicitly state only that the student was too ill to attend class/ the exam.
- Poor attendance, repeated tardiness, absence(s) or absences in excess of 3 days will result in a grade of incomplete and the student may be required to repeat the entire rotation.
 - Failure to submit an Absence Request Form and appropriately notify the Clerkship Director, Preceptor and Office of Clinical Education in a timely manner of any absence will be considered a violation of Professionalism and may result in disciplinary action or a failing grade for the rotation.
 - Any student requiring to miss **4 or more days** from clerkship must submit a Request to Make Up Clinical Weeks form at <https://somassessment.rowan.edu/ClinEd/> which will be transmitted to the Associate Dean for Student Affairs.

Procedure for submitting an Absence Request Form

- A. When a third-year student is aware they will need to miss time from a clerkship (up to 3 days maximum), they will need to complete following steps no later than 2 weeks prior to the start of the clerkship (or as outlined in the clerkship syllabus):
1. No later than 2 weeks prior to the start of the clerkship, the student will send an email to the Clerkship Director with a copy of the email to the Clerkship Administrator requesting dates they need to be off. (Student is expected to notify their Preceptor of approved dates of absence once on service.)
 2. Clerkship Director or Administrator at this point replies either approving or denying absence request.
 3. If Clerkship Director/Clerkship Administrator sends email reply denying the student's request the process stops here.
 4. If Clerkship Director/Clerkship Administrator sends an email reply approving time off then student must complete the Absence Request Form, available at <https://somassessment.rowan.edu/ClinEd/>
 5. The student fills out Absence Request Form providing details of reason and dates requested off:
 - a. The student must also copy and paste Clerkship Director's/Administrator's approval email and appends it to additional notes section of the Absence Request Form.
 - b. Student selects "send" button which forwards the Absence Request Form to the Clerkship Administrator.
 - c. Clerkship Administrator reviews absence request approves/denies request.
 6. Request is then forwarded to Clinical Education staff to review the Absence Request Form determining eligibility.
 7. Once approved or denied, a confirmation email is sent from the Office of Clinical Education to Clerkship Director/Clerkship Administrator and student.
- B. In cases of absences for emergencies or acute illness, it is the student's responsibility to notify:
1. The house staff officer/Preceptor on the assigned service, and Clerkship Director by phone and via email.
 2. Complete the Absence Request Form, available at <https://somassessment.rowan.edu/ClinEd/> within 1 business day providing details of reason (illness emergency) and dates missed from service.
 3. Student must also copy and paste the email notification they sent to the Clerkship Director/Administrator and append it to the additional notes section of the Absence Request Form.
 4. Students must provide a copy of supporting documentation (doctor's note, etc.) to the Clerkship Director and Academic Affairs upon returning to school. Please note: medical documentation from a health care provider who is a family member is not acceptable. Notes should explicitly state only that the student was too ill to attend class/the exam.
- C. Situations requiring submission of the Absence Request Form may result in **no loss/deduction** of personal days:
1. **Presentation of research at professional meeting:**
 - Maximum of 1 meeting per academic year; and
 - Same research project may not be presented at more than 1 meeting; and
 - Time away is only for presentation of data and travel time; and

- The Absence Request Form is **required** and **must** be submitted to the Clerkship Director and Assistant Dean of Clinical Education for approval no later than 4 weeks prior to date of presentation.
 - If approved, the student is responsible for notifying the Clerkship Director, Preceptor/ Resident and their team in advance of all anticipated absences. Requests for exceptions to this policy (e.g., for those who serve on National Committees or those with compelling reasons to miss time from a clerkship) must be discussed with the Assistant Dean of Clinical Education in advance.
2. **Jury Duty:** Should a student receive a notice for Jury Duty, they may obtain a letter from the Registrar's Office, verifying their status of "full-time medical student," which should suffice for excusal from jury duty. **Note:** This does not guarantee the student will be excused from jury duty; only a judicial official has the authority to excuse the student from serving on a jury. The Office of Clinical Education will work with the student individually to ensure that such requests are provided in a timely and accurate manner.
 3. **Inclement Weather:** The Rowan-Virtua SOM Inclement Weather policy does not apply to students participating in clerkship rotations. Students are to follow the instructions of their current Preceptor regarding whether they are off for weather reasons and submit the Absence Request Form with the notification provided by their Preceptor so personal time is not applied.
 4. **Holidays:** Holidays are at the discretion of the Preceptor, hospital or clinic facility where the student is rotating. There are NO designated holidays approved by Rowan-Virtua SOM during clinical rotations. If you're at an on-call/house rotation, please check with your team to see what your holiday responsibilities are. If you're at a private practice, you will work the regular office hours for that holiday.
 5. **Death of family member:**
 - In the event of the death of a family member the student is still required to submit the online Absence Request Form for any missed time up to 3 days.
 - Circumstances requiring students miss 4 or more days will require submission of the request to make up clinical weeks form at <https://somassessment.rowan.edu/ClinEd/> which will be transmitted to the Associate Dean of Student Affairs.
 6. **Meeting with Rowan student advisors or the Center for Student Success**
 - Students may schedule 1 meeting with an advisor during each clerkship/elective;
 - Meeting/s must be approved in advance by the Clerkship Director; and Preceptor;
 - Meeting/s must be scheduled at a time that minimizes disruption of clinical responsibilities, didactics and other clerkship activities;
 - Absence includes time for the meeting and appropriate travel time only; and
 - Students are required to be present at clinical sites before and after meeting/s as dictated by their clinical schedules.

For whatever the reason, any missed days from clerkship must be linked to an online Absence Request Form. Dishonesty to a preceptor or the School (such as portraying oneself as "ill" when that is not the case) is inappropriate behavior. Should a student decide to take time away from a clerkship for reasons other than those requested or be found to be dishonestly portraying their reason for being away from a clerkship, the action will result in a referral for disciplinary action. Refer to the Rowan-Virtua SOM Student Code of Conduct regarding standards of conduct and professionalism. At the minimum, a student who is found to have missed a single day from clerkship without submitting an online Absence Request Form will be referred for disciplinary action.

Also note that the Absence Request Form can only be used for absences up to a maximum of 3 days from a single clerkship. Students requiring to miss 4 or more days from a single clerkship must submit a Request to Make-Up Clinical Weeks Form which is automatically transmitted to the Associate Dean for Student Affairs.

Attendance at Exams: Students are expected to take all exams during assigned times, as listed on the published block/intersession/course schedule. Any student who anticipates missing an examination must submit their request in writing to the Associate Dean of Curriculum and the Curriculum Program Assistant, who will determine the validity of the excuse, in conjunction with the Clerkship Director. If deemed valid, the request will be forwarded to Center for Student Success, or Clinical Education, and if applicable, to the Simulation Center to schedule/administer the make-up exam, in coordination with the Clerkship Director. Please refer to the Missed Exam policy in the SOM Student Handbook for more details.

Fourth Year Students

The majority of policies and practices for third-year students stated above apply to fourth-year students as well. The only difference is third-year students have personal days and fourth-year students have “Flex Time” to build in some flexibility into their schedules.

Flex time

Incorporated in the 4th year academic calendar are 10 weeks **of flex time per academic year**. This personal/flex time can be used for any reason, but their use is **limited to a maximum** of 1 day off for a 2-week clerkship, and 2 days off per 4-week clerkship. Personal/flex time can be used for board preparation, residency interviews, vacation, acute illness, observance of religious holidays, attendance at conferences or to take the USMLE exam. Students must request and receive approval to use flex time which, depending on the needs of the service, may not be automatically approved. Absences will be at the discretion of and must be approved by your Preceptor. Absences from clerkships will be monitored by the Office of Clinical Education, the Preceptor, and the Assistant Dean of Clinical Education.

The administration of Rowan-Virtua SOM understands that during interview season, (September through January) students may have several residency interviews during a clerkship and may experience other reasons to miss time in addition to having interviews. Though it can be challenging, the student is responsible to make certain they have sufficient flex time and make up any missed time in excess of the limits set forth below. **Students are expected to use blocks of Flex time for residency interviews whenever possible.**

NOTE: ANY DAYS MISSED IN EXCESS OF ONE DAY FOR A TWO-WEEK CLERKSHIP AND TWO DAYS FOR A FOUR- WEEK CLERKSHIP MUST BE MADE UP IN ORDER TO RECEIVE CREDIT FOR COMPLETING THE CLERKSHIP. IT IS THE STUDENT’S RESPONSIBILITY TO MAKE THE NECESSARY ARRANGEMENTS IN ORDER TO MAKE UP ANY MISSED TIME IN EXCESS OF ONE DAY FOR A TWO-WEEK CLERKSHIP AND TWO DAYS FOR A FOUR-WEEK CLERKSHIP WITH THEIR PRECEPTOR.

IV. Grading

A. Official Grades

The school will use the following grading scales in determining student grades:

Tensegrity Curriculum - SGL and PBL

Pre-Clerkship Coursework for Class of 2023 and after

P = Pass	69.45 – 100
F = Fail Below 70	69.44 or lower

Students are required to Pass each course (block, intersession and longitudinal course) as a single unit of instruction with the exception of the Life Span Block in which students must independently pass the sub-sections of Geriatrics and Pediatrics.

All Required and Elective Clerkships*

H = Honors	89.45 - 100
HP = High Pass	79.45 – 89.44
P = Pass	69.45 – 79.44
F = Fail Below 70	69.44 or lower

*Rowan-Virtua SOM follows the grading requirements of external sites when an elective clerkship is established as a Pass/Fail rotation.

Other Courses (Benchmark and Capstone OSCEs, Clerkship Clinical Skills, Transition to Residency Course, OMM IV Course, Medical Humanities, CSLL, Medical Scholarship III and IV, Aging Successfully, and End of Life and Human Sexuality)

P = Pass	69.45 – 100
F = Fail Below 70	69.44 or lower

MS 2 Benchmark OSCE

The Benchmark OSCE is a formative assessment in which students are required to demonstrate adequate progress in each skill tested in order to Pass. The level of progress performance required for each skill is established by the Assessment Office. Students who do not perform at this level for any one of the skills tested will receive an Incomplete and be required to complete a self-review and attend coaching, feedback and/or practice sessions and subsequently retake the OSCE until they demonstrate the required level of performance for each skill tested. Once the student is successful, the grade will be converted to a Pass.

P=Pass (as standard set by the Assessment Office)

INC=Incomplete

MS 3 Capstone OSCE

The Capstone OSCE is a summative, high-stake assessment for which students must achieve minimum competency performance for each skill tested in order to Pass. The level of performance required for each skill is established by the Assessment Office. Students who do not achieve the minimum competency performance threshold for any one of the skills tested will receive a Failing grade and be required to remediate and subsequently retake and Pass the entire OSCE. Students who are successful on retesting will receive a Remediated Pass (RP). A student who subsequently fails the OSCE will be referred to the Student Academic Progress Committee.

P=Pass (as standard set by the Assessment Office)

F=Fail

Other Grades Applicable to All Courses and Clerkships

RP = Remediated Pass (Passing after a failure)

AS = Advanced Standing*

AUD = Audit

INC = Incomplete

IP = In Progress

NC = No credit

W = Withdrawn

*Prior to academic year 2013-2014 the grading scale included grades of LP = Low Pass 65-69 and LPR = Low Pass after remediation.

* Prior to academic year 2015-2016, the grading scale included grades of WNC = Withdrawn, no credit, WP = Withdrawn, passing, and WF = Withdrawn, failing.

*Prior to academic year 2019-2020, the grading scale included the grade of AS=Advanced Standing.

B. Advanced Standing

There is no Advanced Standing credit granted for individual courses, given the thoroughly integrated nature of the new curriculum.

C. Passing Courses

1. A student is considered to have passed a block/intersession/course (BIC) or Clerkship if a final numeric grade of 69.45 or higher is achieved.
2. A student must achieve a passing grade in all Curricular Requirements, including: BICs, clinical rotations and Benchmark and Capstone OSCEs in order to graduate.
3. A student must achieve a minimum passing score of 70% or higher on the Clinical Preceptor Evaluation to pass Clerkships.
4. A student must achieve a minimum passing score on the COMAT/Departmental exam to pass Core Clerkships. The minimum passing score of Departmental Exams is 70%, and for the COMAT a standard score is 84 (evaluated every year and subject to change based on national percentiles and in relation to performance on COMLEX Level 2-CE), which equates to a 70%(Pass) grade.
5. To be eligible for an Honors grade for the Core Clerkships, a student must achieve an "Honors" score on the COMAT or departmental exam. The NBOME standard score of 108 equates to a 90% or Honors grade. (The Honors score for a departmental exam will be determined by the clerkship director.)
6. Students must also meet an expected competency performance threshold on clerk OSCEs to fulfill clerkship requirements. Students who do not meet this standard will receive an Incomplete for the clerkship and be required to complete additional Clinical Competency Coaching and Feedback session(s) as determined by the Clerkship Director. Once a student completes all competency coaching requirements, the Incomplete will be changed to the student's earned clerkship grade.

D. Recording Grades

A grade of Fail may only be changed to Remediated Pass (RP) and the notation of Incomplete (INC) to the earned grade upon receipt of a Grade Change Form from the Block/Intersession/Course or Clerkship Director to the SOM Registrar's Office once a student has satisfied their deficiencies. Students will only be required to repeat courses they failed. If a course is repeated, both the original grade of F and the grade earned when repeated will be seen on the transcript.

E. Leave of Absence Grading

If a student takes a leave of absence, the following policies will apply regarding grading courses that are not complete at the time of the leave:

1. The student will receive a final grade for all courses for which they have met all requirements in the course syllabus.
2. For year-long courses, if the student has completed all of the requirements of the fall term at the time of the leave and has maintained a passing grade in all elements, the student will

receive an INC (Incomplete) and will not be required to start that course over in the fall term unless the Fall curriculum has substantially changed in the year they return. The student will be permitted to return to complete the second half of the year-long course at the beginning of the spring term the year that student returns from leave. When all course requirements are completed, the INC will be changed to the final grade the student earns. If the curriculum is changed between the time the student first did their first semester and the return to the curriculum, they may be required to repeat the entire first year.

3. For pre-clerkship courses that have concluded and for which the student has not completed all requirements, the student will receive one of the following grades.
 - a. INC (Incomplete) if the student is completing the final requirements of a first or second-year course within 30 days of the last day of the term. After the remaining requirements have been completed, the INC will be replaced by the final course grade.
 - b. W (Withdrawn) if the student will not be completing the final requirements and had not completed enough work to determine performance at the time of the leave. The W grade remains permanently on the transcript.
 - c. No "credit" will be given for completion of a partial term's work. A student who leaves in the middle of a term without completing all course requirements will receive a W. The grade will remain permanently on the transcript. The student will be required to repeat and complete the course starting at the beginning of the course when the student returns from leave. The course will be listed a second time on the transcript with the final grade the student earns in that course.

F. Grade Appeals

A. Written Exam Item Challenges

All exam items on written exams and IQs are created by a committee of faculty, and item performance statistics for written exams are reviewed and adjusted by the Assessment Division of Academic Affairs and BIC directors prior to grade release. For this reason, Exam IQ item challenges are not accepted.

B. Other Grade Appeals

Overview

A student who chooses to appeal a grade must notify the Block/Intersession/Course (BIC) or Clerkship Director in writing within 2 weeks of the grade being posted on One45 with a justification for the appeal. Students who are dissatisfied with a small group (ex CBL/PBL) or clinical evaluation given by the facilitator/preceptor may challenge the written evaluation and/or grade within 2 weeks of the grade being posted on One45 with a justification for the appeal. Students are requested to first take an honest reflection and appraisal of their performance to see if the evaluation could have been appropriately earned. **Under no circumstances, is a student permitted to challenge their Facilitator/Preceptor evaluation grade directly to the Facilitator/Preceptor. Doing so will revoke the student's right to any grade appeal.**

Stages of BIC and Clerkship grade appeals

Pre-Clerkship

After the BIC Director has made a determination, a student can choose to further appeal the grade to the year appropriate Phase Director who will also make a determination within 2 weeks. A final appeal can be made, if the student so chooses, to the Associate Dean for Curriculum, and that

decision will be final. The Vice Dean for Curriculum will determine all grade appeals if the Associate Dean is not available.

1. Student submits a written appeal to the BIC Director including rationale and data where appropriate to justify the appeal.
 - a. BIC Director has 2 weeks to consider the appeal
 - b. BIC Director informs student of the appeal decision
2. If the student is not satisfied, he/she can appeal to the appropriate Phase Director/PBL Director
 - a. The Director has 2 weeks to consider the appeal
 - b. The Director informs student of the appeal decision
3. If the student is not satisfied, he/she can appeal to the Associate Dean for Curriculum (final appeal level).
 - a. The Associate Dean has 2 weeks to consider the appeal
 - b. The Associate Dean informs student of the appeal decision

Clerkship

After the Clerkship Director has made a determination, a student can choose to further appeal it to the Department Chair who will also make a determination within 2 weeks. A final appeal can be made, if the student so chooses, to the Associate Dean for Curriculum, and that decision will be final. The Vice Dean for Curriculum will determine all grade appeals if the Associate Dean is not available.

1. Student submits appeal to the Clerkship Director including rationale and data where appropriate to justify the appeal.
 - a. Clerkship Director has 2 weeks to consider appeal
 - b. Clerkship Director informs student of decision
2. If student is not satisfied, they can appeal to the chair of the department.
 - a. Chair has 2 weeks to consider appeal
 - b. Chair informs student of decision
3. If student is not satisfied, they can appeal to the Associate Dean (final appeal level).
 - a. The Associate Dean has 2 weeks to consider appeal
 - b. The Associate Dean informs student of decision

If a grade change is made at any state, it must be submitted to the Registrar using a grade change form. If a change in evaluation comments is made, the BIC/Clerkship Coordinator will be informed to make changes in One45. No grade changes will be accepted after the final BIC/Clerkship grade has been posted for one calendar year.

G. Evaluation and Grading of Pre-Clerkship Years (OMS-I/II Tensegrity Curriculum)

The criteria for each level of grading are determined by the Block/Intersession/Course Director and are described in the course syllabus. Grades awarded are: Pass and Fail.

1. A written grading policy must be established and provided to all students at the beginning of the course (block/intersession/course).
2. Grading of students must include all required elements; additional elements may be included as other assignments.

The minimum and maximum weights for each of the required and optional graded elements are established by the curriculum committee.

H. Evaluation and Grading of Clerkship Years (OMS II-III/IV)

The criteria for each level of grading are determined by the Clerkship Director within the parameters set by the Curriculum Committee and described in the course syllabus. Grades awarded are: Honors, High Pass, Pass and Fail.

1. A written grading policy must be established by each Clerkship Director and provided to all students at the beginning of the rotation.
2. The grading of students on all MS II-III and EM core required clerkships must include:
 - a) Clinical evaluation using the approved Rowan-Virtua SOM evaluation instrument; and
 - 2) written examination, either the national COMAT examination or a department- specific examination. Additional elements may be included at the discretion of the Clerkship Director.
- b) The minimum and maximum weights for each of the required and optional graded elements are established by the curriculum committee.
- c) Performance Assessment (OSCE, mini-CEX, Procedure, etc.)
- d) Case Presentation/Write-Up
- e) Any additional elements included at the discretion of the Clerkship Director.
3. The grading of students on the medicine selective clerkship and elective clerkships is based 100% on the clinical preceptor evaluation.
4. The grading of students on the MS IV Core ICU Clerkship must include a clinical evaluation using the approved Rowan-Virtua SOM evaluation instrument.
5. The minimum and maximum weights for each of the required and optional graded elements are established by the curriculum committee.

The final deadline for all rotation paperwork and requirements is the Sunday following the end of the rotation. Failure to submit all documents by this deadline will result in a Failing grade for the rotation. Once missing paperwork is submitted, the final grade will convert to a “Remediated Pass” (RP).

V. Remediation

Appropriate course remediation procedures to change a failing grade include taking a reexamination covering all or parts of a course as designated by the syllabus, or retaking the course at Rowan-Virtua SOM. These remedial procedures should be prescribed or approved by the Course / Clerkship Director to enable the Student Academic Progress Committee to formulate its recommendations on an individual basis.

Remediation of a Pre-Clerkship/Non-clinical Course

First Year Students

- A. If a student fails a single block/intersession/course (BIC) in the fall semester, the student will remediate with a remediation exam in December (during winter break). If a student fails a single BIC in the spring semester, the student will remediate with a remediation exam in June.
- B. If a student fails two BICs during the curricular year, even if they have remediated and passed one of the BICs, the student is no longer eligible for remediation and would repeat any failed courses and take any remaining courses the following academic year. The student will go before SAPC for requirements for remaining coursework.
- C. If a student fails three BICs over the course of one curricular year (including a student repeating coursework), the student will appear before SAPC and be recommended for dismissal.

Second Year Students

- A. If a student fails a single block/intersession/course (BIC) in the fall semester, the student will remediate with a remediation exam in December (during winter break). If a student fails a single BIC in the spring semester prior to the COMLEX Level I preparatory period (“dedicated”) the student would remediate with a remediation exam in February
- B. If a student fails two BICs during the curricular year prior to the COMLEX Level I preparatory period (“dedicated”), even if they have remediated and passed one of the BICs, the student is no longer eligible for remediation and would repeat any failed courses and take any remaining courses the following academic year. The student will go before SAPC for requirements for remaining coursework.
- C. If a student fails three BICs over the course of one curricular year (.including a student repeating coursework), during the curricular year prior to the COMLEX Level I preparatory period (“dedicated”), the student will appear before SAPC and be recommended for dismissal.
- D. If a student fails four BICs over the course of both pre-clerkship curricular years during the curricular year prior to the COMLEX Level I preparatory period (“dedicated”), the student will go before SAPC and be recommended for dismissal.

Remediation Exam Policies

- A. Students who fail one BIC, but have a grade of 55-69%, may remediate that course by comprehensive examination and continue studies. Students who fail with a grade less than 55% may not remediate by exam; they must repeat the course. When repeating a course, both the original grade of F and the grade earned when repeated will be recorded on the transcript.
- B. If a student fails a single BIC and the subsequent remediation exam, the student is not eligible for another remediation exam and would repeat the course.
- C. If a student fails a single BIC, the subsequent remediation exam, and the repeated course, the student will go before SAPC and would be recommended for dismissal.
- D. First year students must successfully remediate all BICs before beginning second year.
- E. Second year students must successfully remediate all BICs that occur prior to the COMLEX Level 1 preparatory period before being allowed to take COMLEX Level 1.

Remediation of a Clerkship

- A. Students who fail a core clerkship may have their records reviewed by the Student Academic Progress Committee.
- B. Students who fail the clinical evaluation will receive a failing grade for the clerkship and be required to repeat the entire clerkship. When repeating a clerkship, both the original clerkship with the grade of F and the second clerkship with the grade earned when repeated will be recorded on the transcript. Students must receive a 70% or higher on the clinical evaluation component in order to pass the rotation.
- C. Students who initially fail the COMAT or departmental exam will be given an “Incomplete” grade for the required clerkship, will be placed on Academic Warning and be required to re-take the exam. If the student passes the exam on the second attempt, the highest grade they can achieve for the clerkship is a “Pass (P).”
- D. A student who does not pass the COMAT/Exam on the second attempt will receive a failing grade and will have to repeat the entire clerkship, including all components such as but not limited to the COMAT/departmental exam and OSCE (if applicable).
- E. Students who fail two clerkships due to COMAT failure can re-take both COMATs. They will be placed on Academic Probation. If they fail either or both the exams a second time, they are required to repeat either or both rotations in their entirety.
- F. Students who fail a COMAT in a clerkship that is being repeated due to COMAT failure

are ineligible to re-take that COMAT and may be recommended for dismissal for failing a clerkship two times.

- G. Students that fail an elective may make up the elective requirement in the same or different specialty.
- H. Failure to submit/complete all REQUIRED STUDENTS documents by 11:59PM ON THE LAST SUNDAY OF THE ROTATION will result in a Failing grade for the required rotation. Once submitted, the final grade will convert to a "Remediated Pass" (RP).

Note:

Academic year refers to the academic calendar for Rowan-Virtua SOM which begins in July each year and runs through June. Each class year (1st, 2nd, 3rd, and 4th) have slightly different start and end dates within that period.

Curricular year refers to the group of blocks, intersessions, and courses designated for a specific class year within each curricular track (PBL or SGL). It may take more than one academic year to complete the blocks, intersessions, and courses or designated for the first or second curricular year of the PBL or SGL curriculum.

VI. Student Evaluation of the Curriculum

In accordance with AOA and COCA regulations, Rowan-Virtua SOM requires each student to submit a confidential evaluation for each course, each clinical rotation and each faculty member.

Evaluations are sent to students via the One45 curriculum management system. Through this anonymous process, students are asked to provide honest and constructive comments about their learning experience. Because anonymity is maintained, course directors and administrators cannot see which student wrote which comment. The focus and purpose of the evaluation is to seek suggestions for how each learning experience can be improved for future students. Evaluations are carefully reviewed by faculty, administration and the curriculum committee to ensure that meaningful improvements are made.

VII. Auditing Courses

A student may be required to audit a course(s) upon the recommendation of the Student Academic Progress Committee and in consultation with the Assessment, Academic Affairs and Curriculum teams. A regularly-enrolled student may elect to audit course(s) appropriate to their academic classification. The name of an auditing student will appear on the roster provided by the Registrar to the Course Director. When auditing, students must attend all mandatory sessions, including, but not limited to: lectures, SP encounters, practical exams, case-based learning small groups, etc. An auditing student is not required to pass assessments of the audited courses. Audited courses will appear on the student's official transcript with the notation Audit.

VIII. Student Promotion - Pre-clerkship Years 1 and 2

- A. Students must pass all BICs.
- B. Students may not enter core clerkships without passing all previous course work from pre-clerkships.
- C. Students may advance to clerkships with an incomplete for the Benchmark OSCE but must successfully remediate the Benchmark prior to the end of the MS 3 fall term to advance to taking the required MS 3 Capstone OSCE.
- D. A student will be assigned a grade of Fail at the completion of the course before remediation. That grade will stand until the course is successfully remediated. The highest grade a student can receive upon successful remediation is a remediated pass

- (RP).
- E. Students who fail one course, but have a grade of 55-69, may remediate that course by comprehensive examination and continue studies. Students who fail with a grade less than 55 may not remediate by exam; they must repeat the course. When repeating a course, both the original grade of F and the grade earned when repeated will be recorded on the transcript.
 - F. If the student fails a remediation exam, they must repeat the SOM course
 - G. Students who fail two courses in an academic year, before remediation, may not remediate the courses by exam but must repeat the courses they have failed.
 - H. Students who fail three or more courses, before remediation, in any academic year will be recommended for dismissal. For example, if a student fails one course in the first semester, remediates successfully by examination, then fails two courses in the second semester, they will be recommended for dismissal.
 - I. Students repeating courses will be required to audit Osteopathic Clinical Skills courses for the purpose of maintaining their skills.
 - J. Students repeating courses will be required to audit Osteopathic Clinical Skills courses for the purpose of maintaining their skills.
 - K. Students must also pass the Yr. 2 Benchmark OSCE as a requirement to qualify to take the Yr. 3 Capstone OSCE. If students do not pass the Yr. 2 Benchmark OSCE, they are required to complete a remediation program with a clinical faculty member.
 - L. Students must complete all coursework in the maximum time frame specified for their degree program, not including approved leaves of absence.

IX. Student Promotion - Clinical Years (2-4)

- A. Students in the clinical years must pass all rotations.
- B. Students whose conduct on clinical rotations merits concern will be referred to the Associate Dean for Student Affairs.
- C. Students are required to attend the Clinical Skills Orientation. Clinical Skills Orientation will cover expectations within third year and provide training to prepare students for the clinical setting. Attendance is mandatory, and there are no excused absences.
- D. Students must pass all third-year core clerkships including Clinical Preceptor Evaluation and required exams (COMAT / departmental exam/OSCE) to be eligible to take COMPLEX Level 2-CE.
- E. If students do not pass the Yr. 3 Capstone OSCE, they are required to remediate and subsequently retake and Pass the entire OSCE. Students who are successful on retesting will receive a Remediated Pass (RP).
- F. Students may only complete third year core rotations at Rowan-Virtua SOM affiliate sites designated for third-year rotations.
- G. Students may only select third year Hub through the Hub lottery, though Hub choice may be limited for students in academic difficulty. The Hub lottery will take place during the second year, and the results are binding. Students may trade for another Hub only if both parties agree. No remuneration is allowed to take place for these trades.
- H. Students are permitted to complete one out of their two required Medicine Core rotations (Cardiology, ICU, Pulmonary Medicine) out-of-system in their fourth year. The out-of-system site must be with a major academic institution that has a Medicine residency program and is located within the United States. Students must complete a Clerkship Application and any other required documents from the site.
- I. Students are not permitted to complete any rotations with a relative, friend, spouse or anyone with whom a prior personal relationship exists.

- J. Students must complete the fourth-year core rotation in Emergency Medicine rotation in-system. In-system sites are considered affiliate sites designated for fourth-year rotations.
- K. Students are required to complete a subspecialty rotation in fourth year. This includes Medicine, Surgery, Pediatrics or Obstetrics/Gynecology. These can be done out of system upon approval from the Assistant Dean for Clinical Education. Students must also submit the Clerkship Application and any other documents required by the site to the Clinical Education Coordinator. Note that the subspecialty rotation requirement was put on hold for the Classes of 2021 and 2022.
- L. Students may complete fourth-year requirements in Rowan-Virtua SOM hubs. Students who rotate at specific hubs for their third year will receive preference for core fourth-year spots. However, if the hospital can accommodate the request, any fourth-year student can rotate at any of our affiliate hospitals. The cores of Cardiology, Pulmonology and ICU, as well as the subspecialty rotation, may be scheduled out of system upon approval from Assistant Dean for Clinical Education.
- M. All but one fourth-year elective must be 4 weeks in length to be taken as contiguous weeks. One-week and three-week rotations will not be approved unless special permission is granted by Assistant Dean for Clinical Education (this is granted only in rare circumstances). One elective is permitted to be broken into 2-weeks each.
- N. Students who take approved time off for Independent Study, Leave of Absence, Student Scholar, etc., during clinical rotations are required to make up any rotations or partial rotations that are missed. Makeup dates will be scheduled by the Clinical Education Coordinator. Students are not permitted to schedule their own makeup dates. Students are not permitted to make up any rotation at the same time they are scheduled for another rotation.
- O. Students interested in completing an international rotation must meet with the Registrar at least 4 months in advance of their desired travel date to learn the multi-step approval process. The required forms will be provided to the student at the meeting.
- P. Students who fail an elective rotation must complete another elective rotation. The student is not required to complete the additional elective in the same discipline. If the student fails, the second elective they will be recommended for dismissal.
- Q. Students who fail two clinical rotations for reasons *other than* COMAT / departmental exam failure may be recommended for dismissal. Students who fail three rotations based on COMLEX exam, will be recommended for dismissal.

X. Missed Exam Policy

This policy applies to all written examinations, practical examinations, COMAT / departmental exams, Standardized Patient Lab examinations and similar encounters, and will be in effect during all examinations unless the BIC Director specifically announces a change in this policy.

- A. **SGL Students:** Students are expected to take all exams during assigned times, as listed on the publicized BIC/clerkship schedule. Any student who misses a required session must submit their request for an excused absence via the **Rowan-Virtua SOM Excused Absence Request Form**. If deemed valid, the request will be forwarded to the Center for Student Success to schedule/ administer the make-up exam, in coordination with the Block/Intersession/Course (BIC) Director. For medical excuses, a medical documentation will be required within 1 week of the missed event. (Medical documentation from a provider who is a family member is not acceptable.) Telehealth services are accepted.
- B. **PBL Students:** Students are expected to take all exams during assigned times, as listed on the publicized Block schedule. *Any student who misses a required exam must submit their*

request for an excused absence via the **Rowan-Virtua SOM Excused Absence Request Form**. If deemed valid, the **student will be** scheduled for the make-up exam. For medical excuses, a medical documentation will be required within **1 week** of the missed event. (Medical documentation from a provider who is a family member is not acceptable.) Telehealth services are accepted.

- C. **SGL and PBL Students.** A single make-up examination date will be announced and will typically be scheduled on the Monday evening after Friday morning exams, Thursday evening for a Monday or Tuesday exam. Students who need extended time to make up an exam will be held at the set remediation date for the semester. Make-up arrangements that are necessary beyond this will be made at the discretion of Academic Affairs.

Students who have not taken the block exam should NOT attend the exam review and are bound by the Rowan-Virtua SOM honor code to not discuss contents of the exam with other students. Discussing exam content would be considered academic dishonesty and a violation of professionalism.

- D. **Clerkship Students:** Any student who anticipates missing a COMAT or departmental examination must submit their request in writing to the Associate Dean for Curriculum and the Curriculum program coordinator via the **Rowan-Virtua SOM Excused Absence Request Form**, who will determine the validity of the excuse. If deemed valid, the request will be forwarded to the Center for Student Success, or Clinical Education and, if applicable, to the Simulation Center to schedule/administer the make-up exam in coordination with the Clerkship Director.
- E. Valid reasons for missing an examination include but are not limited to:
1. Personal illness or other health issue (Student should be examined personally by a health care provider who is not a family member and should submit the necessary medical documentation as soon as they return to school. Documentation must state that the student was too ill to take the exam.)
 2. Substantiated family emergency, such as significant illness of immediate family member/ death in family.
 3. Pre-approved attendance at osteopathic national meetings (AOA, ACOFP, AAO etc.) (See E. below) [Student will need to provide verification of attendance.]
 4. Religious exemptions (requests must be made at the beginning of the semester). Unacceptable reasons for missing an examination include but are not limited to:
 1. Not feeling prepared for the examination;
 2. Non-emergency travel plans, regardless of when these plans were made;
 3. Not having read an email announcement of a rescheduled examination; and
 4. Appointment at a time that conflicts with the examination. Students wishing to reschedule an examination to attend a national meeting must request prior approval from the Associate Dean of Curriculum at least two (2) weeks before the examination. This will be discussed with Course/Clerkship Director. Students on Academic Warning / Probation are not permitted to attend meetings/conferences.

If a student misses an examination without a valid reason, the BIC / Clerkship Director may assign a grade of zero (0) for that examination.

- F. When make-ups for written exams are necessary for first- and second-year students, a single make-up examination date for that exam will be established by Academic Affairs and will typically

be scheduled on the Monday evening after Friday morning exams. Make-up arrangements that are necessary beyond this will be made at the discretion of Academic Affairs.

G. Students who miss a COMAT examination are responsible for contacting the Associate Dean of Curriculum and the Curriculum program assistant to relate the reason for the absence and provide the necessary documentation. Make-up dates for a missed COMAT /departmental exam will be at three fixed times during the 3rd year: at the end of Winter Break, at the end of the Spring semester, and at the end of the 3rd year elective rotation, whichever comes first after the missed exam date. Other COMAT make up arrangements may be made at the discretion of Academic Affairs and the Center for Student Success.

H. Students missing an examination to attend a national meeting must request approval by the Associate Dean of Curriculum and the Curriculum Program Assistant in conjunction with the Course/Clerkship Director as soon as possible but at least 14 days before the examination. A single make-up examination date will be announced.

I. For standardized patient (SP) exams, the student is responsible for coordinating the make-up exam with the Simulation Center, within the parameters set forth by the Course/Clerkship Director. SP exam make ups will be arranged on a case-by-case basis, depending on the Simulation Center's roster of programming. The Course/Clerkship Director will provide a "to-be-completed-by" date for such circumstances. Students who miss their Yr. 3 Capstone OSCE may be required to pay the expenses for putting on an additional session if no dates are otherwise available.

J. The Course/Clerkship Director reserves the right to create a make-up exam that is different in format, content or length from the examination that was administered to the class on the original exam day. The student is responsible for all material tested on the original or make-up examination.

XI. SOM Exam Administration and Proctoring

This policy will be in effect during all examinations unless the Course Director specifically announces a change in this policy

Exam Timing

The amount of time allowed for each exam in first and second year is based on the number of questions included. To assist students who will eventually prepare for the COMLEX Licensing exams, our Curriculum Committee agreed to set the timing for SOM exams at the pace of 90 seconds per question. Please note, the scheduled exam time listed on the One45 online calendar may not always reflect the exact timing of the test. The timing of each exam will be determined prior to the test administration.

- A. All students are expected to begin examinations on time. For written examinations, if, because of an emergency or unforeseen event, a student is **twenty (20) minutes or later to the exam** administration site, they must obtain approval from Director of Academic Affairs to start the exam late and will have the time deducted from the scheduled exam time. **NO additional time will be added at the end of an exam for a student who is late. Students who are repeatedly late for exams may be subject to disciplinary action.** No one may leave the exam room within the first twenty-minute period after the exam administration has begun.
- Students are expected to be in front of their computer for the exam during the designated exam check-in period and ready to start the exam at the indicated start time. Unexcused tardiness can be considered a violation of professionalism and result in the student not being allowed to take the exam.

- All students are expected to begin examinations on time. For written examinations, if, because of an emergency or unforeseen event, a student is late that time will be deducted from the scheduled exam time. NO additional time will be added at the end of an exam for a student who is late. Students who are repeatedly late for exams may be subject to disciplinary action
- B. For SP encounter exams, late arriving students will be handled as follows:
- Student will miss all or part of the brief orientation session which usually precedes SP encounters;
 - The student will not be permitted to make up a missed encounter;
 - If the student arrives after an SP encounter has begun, the student may complete the encounter using only whatever time is left on the clock. It is at the discretion of the Course Director to allow the student to make up part or all of an SP exam in accordance with Section IX.H (Missed Exam Policy).
- C. No personal belongings, including but not limited to book bags, purses, electronic equipment (i.e., cell phones, pagers, calculators, headsets, Google glasses, tablets or earbuds, Apple or other smart watches) are permitted in the exam room or just outside of the exam room. Students must leave personal belongings either in their locker or in their car. Hats and hooded sweatshirts/sweatshirts are not allowed. **Prohibited items in the exam room will be immediately removed and may be retrieved in Academic Affairs after the exam.**
- D. Students who use unauthorized materials during an exam, including notes, a cell phone, smart watch, calculator or any device with internet or communication capability in the examination room will be subject to disciplinary action and, at the discretion of the CourseDirector, may receive a zero for the examination.
- E. Students may use foam ear plugs (not electronic headphones or ear buds) and may bring **beverages into the examination room only in clear containers. No food is permitted unless it is part of a medical accommodation.** Proctors have the right to inspect items brought in by students into the exam room. No eating is allowed in the examination room.
- F. Students may be provided scrap paper for an exam. This is determined by the Block/Intersession/Course Director and, when available, will be provided by the proctor. Students are not allowed to write anything on the scrap paper until after the exam begins.
- G. For written exams, one male and one female student are permitted to leave the exam room for a bathroom break at the same time. These breaks are limited to one ten (10) minute break per two (2)-hour exam period. Students who need to use the restroom must check in with the proctor prior to leaving and upon returning to the exam room. The proctor will record the name of each student and the times they leave and returns to the exam room. Break time is deducted from the total exam time. No additional time will be provided. A student taking a bathroom break is not allowed to refer to course materials while they are out of the exam room. Any violation of this will be subject to disciplinary action and violators may receive a zero for the exam.
- H. In the case of exams involving standardized patients, only one student is permitted to leave the Simulation Center at a time, and only after notifying a staff member. Bathroom breaks should be restricted to time between SP encounters, as the exam is paused to wait for the student's return. In the event that a student must take a bathroom break during an SP encounter, the encounter is consider completed once the student leaves the exam room, and the student will not be permitted to return to the encounter regardless of time left on the clock.
- I. Requests for exam accommodations for documented disabilities must be arranged with the Center for Student Success staff in at least two (2) weeks in advance. No time adjustments

- will be made by the proctor at the time of the exam administration.
- J. For written exams, the exam proctor, if it is not the Block/Intersession/Course (BIC) or Clerkship Director, cannot be held responsible for decisions made affecting the exam. They are only there to relay information from/to the BIC or Clerkship Director who makes all decisions regarding the exam, its administration, and the grading policies. The BIC Director, proctor, or other faculty member will not answer student questions during the exam administration.
 - K. Any student requesting to bring essential medical supplies into the exam room is required to arrange this special circumstance with the Center for Student Success/ Disability Services in advance. Proctors will be provided with a list of students who have been authorized to bring in specifically listed medical supplies. No additional authorization will be granted by the proctor at the time of the exam administration. Students with such an accommodation are encouraged to bring their accommodation letter to the exam.
 - L. When emergency situations make it difficult or impossible for a student to take an exam at the time it is scheduled, these situations will be addressed by the Associate Dean of Curriculum. (See Section IX, Missed Exam Policy)
 - M. All students are expected to maintain standards of behavior as noted in the Rowan-Virtua SOM Student Handbook regarding the Rowan-Virtua SOM Student Code of Conduct and adhere to the Code of Ethics of the American Osteopathic Association.
 - N. In case of an emergency, students should leave laptops at their seats and follow any emergency instructions being given.

XII. Policies Specific to Remotely-Proctored Exams

With the exception of the pre/post exam room review, which only applies to proctored exams, the following applies to both proctored and unproctored remote exams.

Remote proctoring is a service that emulates the role of an on-site proctor – confirming the identity of the test-taker and safeguarding the integrity of the exam. The assessment is monitored by an offsite proctor. Using the student’s mobile phone and WebEx app, the remote proctor will compare the test taker’s face with their Rowan-Virtua SOM valid photo ID*, much like an on-site proctor would. *During the COVID-19 social distancing period, those without their Rowan ID can use their driver’s license or government issued, non-drivers ID.

1. REQUESTS FOR EXAM POSTPONEMENT

Students are expected to take all exams during assigned times, as listed on the publicized BIC schedule. Any student who misses a required session must **submit their request for an excused absence via the Rowan-Virtua SOM Excused Absence Request Form**. If deemed valid, students can expect their new date and time to follow the standard make-up schedule as written in the syllabus and will be contacted by the Associate Dean for Curriculum and their Staff with further details. For medical excuses, a medical documentation will be required within 24 hours of the missed event*. (Medical documentation from a provider who is a family member is not acceptable.) Please refer to the missed exam policy in the SOM Education Handbook for more details.

*During the COVID-19 social-distancing period this is extended to one week. Telehealth services are accepted.

2. EXAM PREPARATION - TECHNICAL ISSUES

Students are expected to follow all required procedures prior to taking the exam, including but not limited to:

- a. Installing testing software in a laptop that passes the minimum system requirements
- b. Addressing any technical difficulty with testing software support

- c. Installing the WebEx app on their Mobile phone
- d. Reviewing all documentation on the Remote Proctoring process
- e. Scheduling and/or attending an orientation session
- f. Downloading the exam the day of the exam
- g. Locate WebEx invitation from proctor for the exam prior in advance.

h. Students who experience technical issues related to WebEx should:

- i. If a student's WebEx connection should be interrupted, the student should immediately call the proctor and notify them of the lost connection. They should immediately attempt to reconnect to WebEx.
- ii. If they cannot reconnect to WebEx they should close their laptop in half (which will put the computer to sleep). They should attempt to resolve the WebEx for up to ten minutes. Whether or not the student is able to reconnect to WebEx in that time period, they should resume the exam. They will need to get a universal resume code which they should get from the proctor.
- iii. Students who are not able to reconnect to WebEx for a portion of their exam, are still subject to the honor code. Under this circumstance their exam will be highly scrutinized by the Assessment team for consistency. Irregularities may be referred to Student Affairs and result in potential disciplinary action.

i. Students who experience technical issues related to ExamSoft during an exam should:

- i. Not leave the WebEx session, but send a private chat to the proctor that they are experiencing a problem
- ii. Wait 60 seconds,
- iii. Force shutdown on their laptop by holding down the power button for 10 seconds, then press the power button again to start up
- iv. Turn off the "DO NOT DISTURB" setting on their phone
- v. Students should email: somat@rowan.edu. STUDENTS MUST LIST THEIR PHONE NUMBER (e.g., John Smith 856-999-9999) within the email requesting assistance
- vi. Academic Technology will call the students to provide assistance. Once the issue has been resolved, the student should turn "DO NOT DISTURB" on and replace the phone in the location established during the check-in process Any issues that cannot be immediately resolved will be referred to Academic Affairs for make-up arrangements

3. EXAMINATION DAY RULES AND PROCEDURES

*adapted from the NBME Examinations Rules of Conduct.

- a. Students are expected to be familiar with the testing procedures and to adhere to the instructions provided by the Office of Academic Affairs regarding the administration of the examinations.
- b. Students must arrive at the indicated arrival time and follow all exam accommodation instructions given via email or as communicated by the proctor.
- c. Students must be seated and ready to take their test (logged on to WebEx room with the proctor, with computers on and logged-in to the testing platform when applicable) by the exam start time.

4. TEST ENVIRONMENT REQUIREMENTS

- a. Students should secure a quiet, private space to take their exam. Sounds such as music or television are not permitted.
- a. The desk or walls must not have any writing related to medical information. Students **do not have to remove** general art, posters, curtains, etc. from the wall. Students should make a

good-faith effort to remove any white boards or other medically related materials posted on the walls. Closed textbooks stored on bookshelves are fine.

b. No other person is allowed to be present or enter the room while the proctored exam is being taken. *

* **Students living with other students:** In recognition of the COVID-19 social-distancing period, allowances have been made for students living with other students of the same class. Students have commented that they live with other students and have 1 table (ex. dining room table) as the only desk-like surface on which to take the exam. During the COVID-19 social-distancing period, students can fill out the attached form through the link provided below.

Exemption Request for Single-User Space

https://rowan.co1.qualtrics.com/jfe/form/SV_1XIZERCdExAGidD

6. **Students who live together should make every effort NOT to be in the same room**, as this will flag the students.
 7. Only students needing to be in the same space should complete the form. If **you live together but will not be in the same space you do not need to complete the form.**
 8. By completing this form, you are attesting that the students listed live together.
 9. Up to 3 students can be in a single space.
 10. **Please complete 1 form per household.** (Each student should not separately submit a form.)
 11. Please **submit by 7 AM the day of the exam.**
 12. **Any student who has other students present during the exam, and who have failed to complete this form by the deadline, will be treated as Honor Code Violations.**
 13. All of rules, of the policy still apply, i.e. no talking, etc.
- c. The lighting in the room must be bright enough to be considered “daylight” quality. Overhead lighting is preferred. If overhead lighting is not available, the source of light must not be behind the student.
 - d. The student must sit at a clean desk or table.
 - e. The student must complete an environmental scan of the testing area using the camera on their mobile phone where they will take the exam before and at the end of the exam.
 - f. The student must take the exam in the same room that they scanned during the environmental scan for the current exam.
 - g. Students must complete an additional environmental scan once they have finished their exam but prior to actually submitting the exam.

5. EXAM TOOLS

a. The Student must have the following items:

- i. Their Rowan ID
- ii. A small mirror (Used to show the laptop to the camera)
- iii. Laptop, microphone, and appropriate software and power source
- iv. Smart Cell phones – must be on silent and DO NOT DISTURB. Must have a camera. These can only be used for proctoring, and if technology support is needed as described above.

b. Students may have the following items:

- i. Small earplugs. If students have earplugs, they must be placed prior to beginning any

- interaction with their computer and webcam. They should be small enough as to not be visible.
- ii. Dry erase white board/marker/cloth wipe
 - iii. Students may have a single dry erase white board. The board must have a maximum size of 10" x 14". It must be blank with no additional attachments.
 - iv. Students may have a single dry erase marker.
 - v. Students may have a single small cloth for wiping the board clean.

NO additional items are allowed in the testing room.

c. The following items are not permitted in the testing room and must be stored outside of the room where the exam is being taken unless indicated by the course director.

- i. No food or beverages are allowed into the examination room.
- ii. Scrap paper (Students may use a dry erase board as noted above or the textbox feature on ExamSoft to take notes.)
- iii. Personal media devices (tablets, watches with computer or memory capability/smartwatches, paging devices, iPods/radios/media devices)
- iv. Programmable calculators with memory capability
- v. Recording/filming devices
- vi. Headsets
- vii. Reference materials (including but not limited to; books, notes, papers)
- viii. Backpacks, briefcases, luggage
- ix. Hats (except those worn for religious purposes) and hooded sweatshirts/sweatshirts are not allowed
- x. Smart glasses (Google etc.) and **any** watches (The exam has a clock in the corner of the screen.)

6. EXAM CHECK-IN and START TIME

- a. Students are expected to be in front of their computer for the exam during the designated exam check-in period and ready to start the exam at the indicated start time. **Unexcused tardiness can be considered a violation of professionalism and result in the student not being allowed to take the exam.** All students are expected to begin examinations on time. For written examinations, if, because of an emergency or unforeseen event, a student is late, that time will be deducted from the scheduled exam time. NO additional time will be added at the end of an exam for a student who is late. Students who are repeatedly late for exams may be subject to disciplinary action.
- b. **Any student leaving their testing camera view, in the absence of calling Academic Technology for support, will be reported for review for an Honor Code Violation.**

7. PRE-POST EXAM ROOM REVIEW

- a. The student's mobile phone must be functioning and activated prior to taking the exam. A recorded 360-degree room review of the room must be taken immediately before the start of the exam and at the end of the exam PRIOR to submitting it. **The student must use their mirror to show their mobile phone screen to the proctor.**
- b. Once the exam has been downloaded the student will receive a prompt requesting permission for a photo to be taken for facial recognition and permission to be under room review during the exam. They will also present their Rowan-Virtua SOM Photo ID.*

*During the COVID-19 social-distancing period, those without their Rowan ID can use their driver's license or government issued, non-drivers ID.

8. STUDENT BEHAVIOR

- a. Students are reminded that they have signed the “Student Code of Professionalism”
- b. Students must obtain the exam password from their email. This will be released ten minutes prior to the exam scheduled start time.
- c. Students that are deemed as “late starts” are allowed to take the exam; the exam time may be reduced as previously described. The student must stop the exam at the time indicated by the proctor.
- d. Technical support is provided by the Academic Technology Team.
- e. The integrity of the exam is maintained. Students are not permitted to make recordings or take written notes of the contents of the exam.
- f. Although students are alone, they cannot read aloud or talk out their thoughts during the exam.
- g. Examinees are not allowed to access written materials or other sources.
- h. No bathroom breaks are allowed during a remote proctored exam. Students requiring accommodations should contact the Center for Student Success 2 weeks in advance of the exam.

9. ENDING THE EXAM

At the end of the session and before examinees are allowed to exit the exam

- a. When the student is finished and ready to close the exam they should
 - i. Send a private chat to the proctor to indicate “finished” then switch back to video and wave their hand to get the proctor’s attention
 - ii. Proctor will replay and request that the student pan the room and finish with the computer screen.
 - iii. Use their mobile phone to slowly pan the room finishing by showing the screen of their computer.
 - iv. Once the Proctor sees the computer screen clearly, they will give the “ok to submit” in chat and observe upload and green screen on the student’s computer screen.
 - v. Select the “Exit & Save” icon on the top bar of the page to close the exam correctly
 - vi. Once the student has selected the above option, the software will ask again if they want to close the exam. There is no way to reopen the exam after it is closed. If the student is sure they are finished, select “Close Exam” then “Exit”
 - vii. At this point, their computer will restart. Log back into the computer using the Rowan-Virtua SOM account, and their answer file will be automatically uploaded into the system. They will receive an email confirming that their answers were successfully uploaded.
 - viii. Students must clean the dry erase board used during the exam and when prompted, must show the clean board to the proctor.
 - ix. Proctor will dismiss the student from the exam/meeting when confident that all of the above check-out requirements have been successfully executed.

10. IRREGULAR INCIDENTS

The Phase/BIC Director and the chief proctor have the authority and responsibility to ensure that the examination is conducted under standardized conditions for all examinees. The chief proctor is expected to document in a written report all incidents that disturb or deviate from these conditions. Irregular behavior **will be reported to the Associate Dean for Curriculum and the Associate Dean for Student Affairs for review.** Each incident will be evaluated, and the policies of the student handbook will apply. Consequences can include a referral to the Disciplinary Committee.

Irregular incidents include but are not limited to:

- i. **Test Taken engagement changes** (ex. Student’s eyes looking away from the laptop,

talking aloud, leaving camera view)

ii. **External sources detected**

iii. **Test taker leaves camera view**

iv. **Additional person is detected**

v. **Additional electronic device detected**

vi. **Multiple voices detected**

vii. **Copying, giving answers to or receiving information** from another examinee, permitting answers to be copied, or in any way providing or receiving unauthorized information about the contents of the examination is not permitted. Students engaged in this behavior will be identified and the behavior documented.

Irregular Behavior involving Multiple Students:

Rowan-Virtua SOM Student Body and Administration take reports of cheating or any unprofessional behavior very seriously. All students are bound by the student sanctioned Code of Professionalism, found in the Rowan-Virtua SOM student handbook. If incidents of irregular or unprofessional behavior involving multiple students are reported, the Vice Dean and the Associate Dean of Student Affairs may refer the incident to the Disciplinary Committee for action.

11. **PERMITTING ABSENCE FROM THE TESTING ROOM**

a. **Use of restrooms:**

i. **Exams less than 2 hours and 40 minutes.** There will be no break during a remote examination for less than 2 hours and 40 minutes. Student requiring medical accommodations should contact the Center for Student Success in advance of the exam in accordance with the student handbook. **Any student leaving their testing camera view, in the absence of calling Academic Technology for support, will be reported for review for an Honor Code Violation.**

ii. **Exams more than 2 hours and 40 minutes.** There will be a single scheduled bathroom break for exams more than 2 hours and 40 minutes.

b. **Illness:** Should a student become ill or otherwise unable to complete their exam during remote testing must shutdown their computer and immediately contact the Office of Academic Affairs.

12. **ADDITIONAL PEOPLE IN THE EXAM SPACE**

a. Students living with other students: Several students have commented that they live with other students and have 1 table (ex. Dining room table) as the only desk like surface on which to take the exam. During the COVID-19 social distancing period, students can fill out the attached form through the link provided below.

Exemption Request for Single-User Space:

https://rowan.co1.qualtrics.com/jfe/form/SV_1XIZERCdExAGidD

1. Students who live together should make every effort NOT to be in the same room, as this will flag the students.
2. Only students needing to be in the same space should complete the form. If you live together but will not be in the same space, you do not need to complete the form.
3. By completing this form, you are attesting that the students listed live together.
4. Up to 3 students can be in a single space.
5. Please complete 1 form per household. (Each student should not separately submit a form.)
6. Please submit by 7 AM the day of the exam.

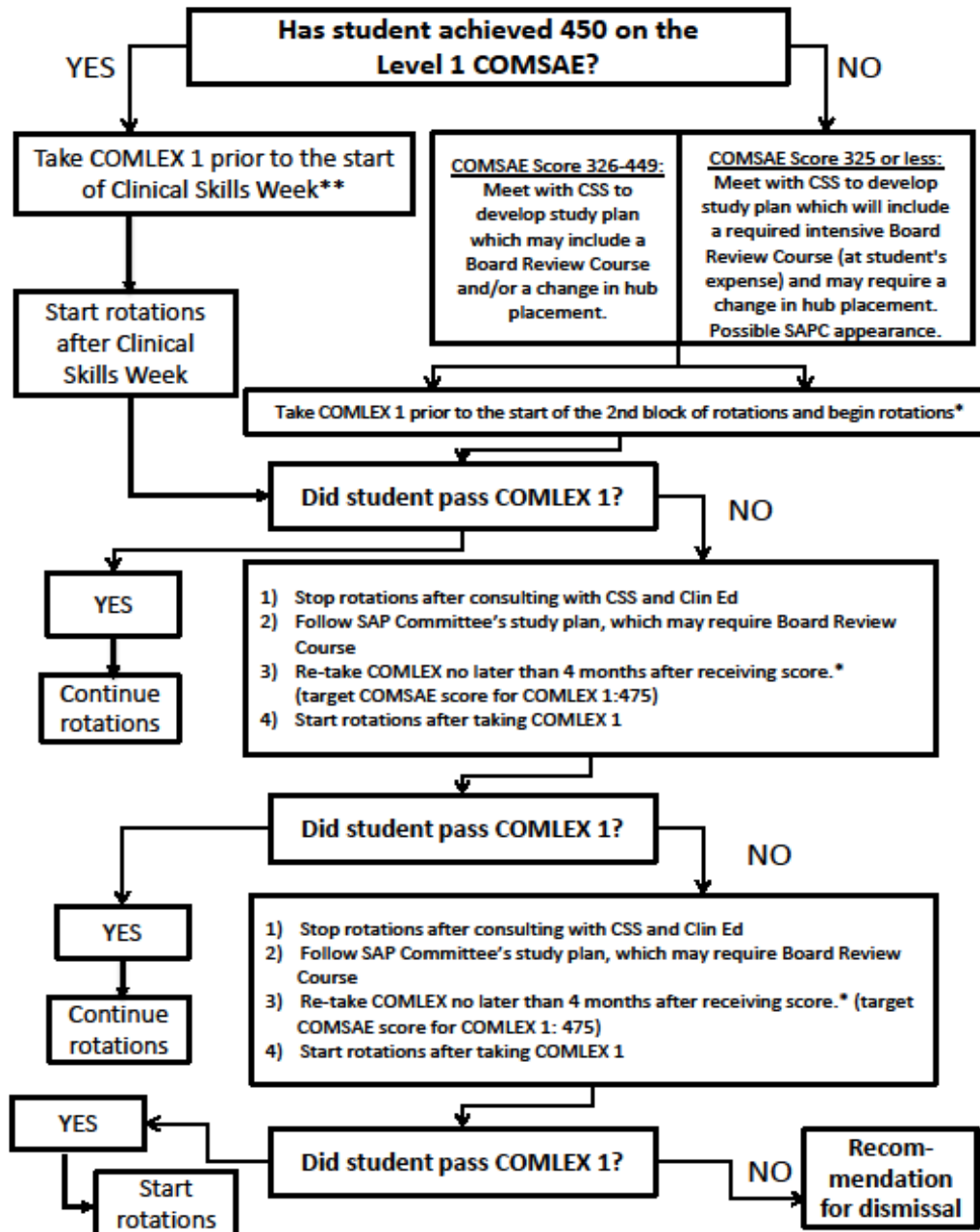
7. Any student who has other students present during the exam, and who have failed to complete this form by the deadline, will be treated as Honor Code Violations.
8. All of the rules of the policy still apply, i.e. no talking, etc.

- b. **Students living with other people who are not medical students:** Although we understand that students live with family members, we cannot make an exception to having people present during the exam including walking and talking in the space of the exam while the exam is taking place. While there may be ambient noise external to the room, each irregularity will be evaluated on a case by case basis.

XIII. COMLEX Policy and Procedures

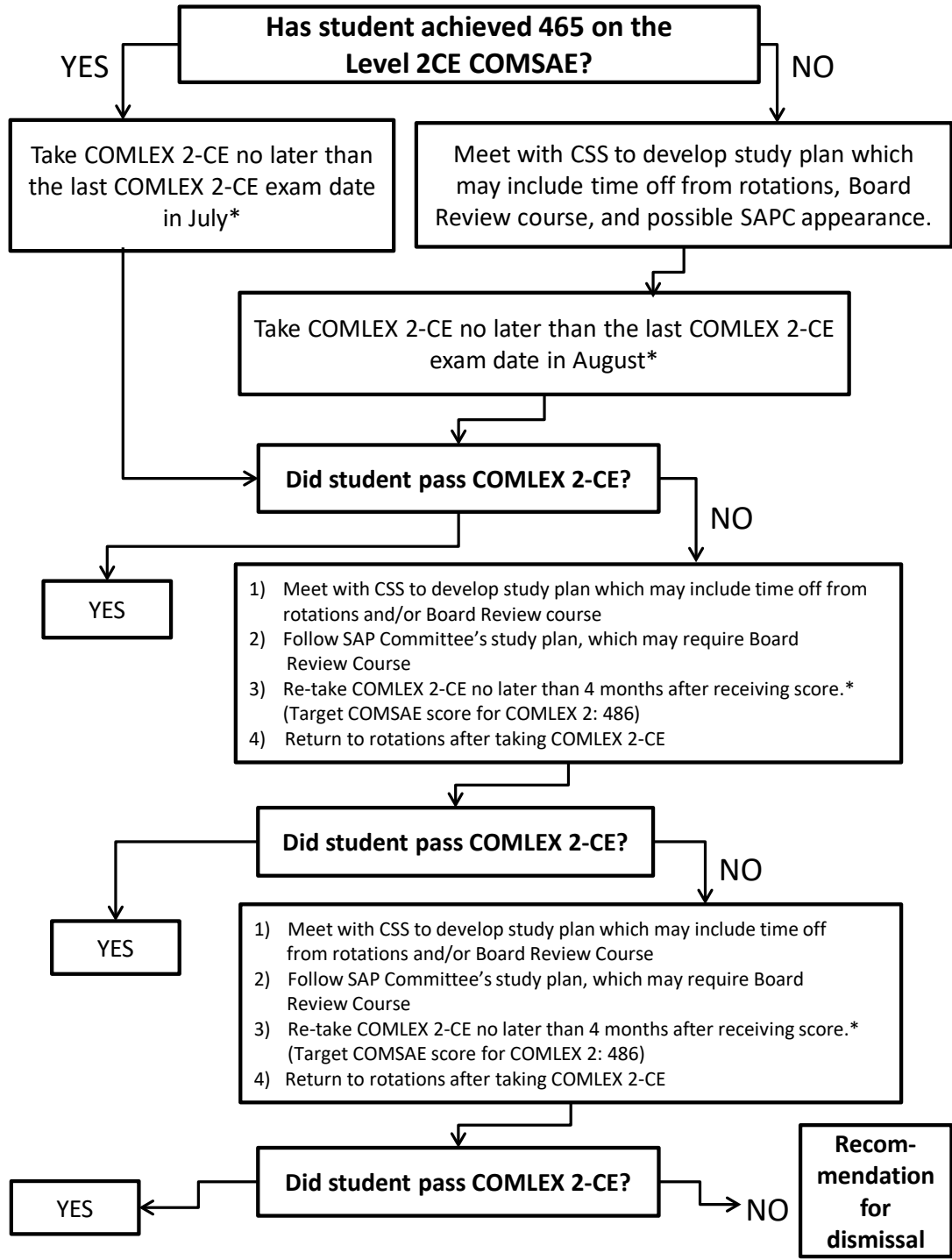
- A. According to the NBOME, a student is eligible to take COMLEX Level 1 upon satisfactory completion of the first year in an AOA approved medical school and by approval of the School.
- B. The school will allow students to register and schedule board examinations as soon as allowed by the NBOME. However, the student is not permitted to schedule the examination on a date prior to the anticipated completion of all the academic requirements for Year Two (for COMLEX Level 1) or Year Three (for COMLEX Level 2-CE), including completion of any board preparation courses and all core rotation exams and requirements
- C. Beginning with the Class of 2016, all students must take COMLEX Level 1 before starting third-year rotations.
- D. Practice COMLEX exams, called COMSAEs, are administered to the second-year class in the spring semester and to the fourth-year class in the summer to determine a student's readiness for their required COMLEX Level 1 and Level 2 board exams, respectively. Students must achieve a score of 450 (for Level 1) and 465 (for Level 2) on these COMSAE exams to be eligible to take the COMLEX exam. Rowan-Virtua SOM arranges for the purchase of COMLEX preparatory materials for all students. Student fees cover these expenses for both the COMLEX Level 1 and Level 2 CE exams.
- E. Students who achieve a score of 450 on the school-administered COMSAE are expected to take the COMPLEX Level 1 exam prior to the start of Clinical Skills Week.
 - For the Class of 2024 only, students must take Level 1 by May 21, 2022, rather than the start of Clinical Skills Week.
 - Students who achieve a score of 326-449 on the school-administered Level 1 COMSAE are required to meet with their Center for Student Success advisor to develop a study plan which may include an intensive Board Review Course and/or a change in hub placement. The student should achieve a score of 450 on a subsequent school-administered COMSAE but must take Level 1 before the start of the second block of rotations.
 - Students who achieve a score of 325 or less on the school-administered Level 1 COMSAE are required to meet with their Center for Student Success advisor to develop a study plan which will include a required intensive Board Review Course (at student's expense) approved by the Center for Student Success and may require a change in hub placement. An appearance before the Student Academic Progress Committee may also be required. The student should achieve a score of 450 on a subsequent school-administered COMSAE but must take Level 1 before the start of the second block of rotations.
 - If a student does not meet these deadlines, they may be placed on LOA to return during the spring semester, prior to Clinical Skills Week, and join the subsequent class year. The student must take COMLEX Level 1 six weeks prior to returning from LOA. (Please note that the total allowed maximum Leave of Absence is one year, or 52 weeks.)

- An appeal to take Level 1 beyond the deadlines above may be granted by the Associate Dean for Student Affairs.
- F. Students who fail any COMLEX Level 1 or Level 2-CE may be required to discontinue all for-credit and/or non-credit rotations on a date determined by Academic Affairs and placed on independent study until they retake the exam. This period of independent study may not last more than one year.
- G. Students who are entering a dual-degree program or a scholarly year are required to take the applicable COMLEX exam prior to starting their program or research. They must pass the applicable COMLEX exam before they will be permitted to return to the DO portion of the program.
- H. Students who fail any one COMLEX examination will be placed on Academic Warning. Students who fail the same COMLEX examination two times will be placed on Academic Probation. Students who fail the same COMLEX examination three times will be recommended for dismissal.
- I. Students must complete the MS3 Capstone OSCE to start fourth-year clerkships. This exam assesses clinical exam skills and competencies required for students to graduate.
- J. If a student has not successfully completed COMLEX Level 2-CE by the expected graduation date but has completed all coursework and has not already reached the maximum time frame for their degree program, the student will be allowed a maximum of one additional year to complete the licensing exams. That additional year will start the day after the last course ends. The student will be enrolled as less than half-time and will not be eligible for financial aid.
- K. All students must pass COMLEX Level 1 and Level 2-CE to receive their DO degree.



*If a student does not meet these deadlines, they will be placed on LOA to return during the spring semester, prior to Clinical Skills Week, and join the subsequent class year. The student must take COMLEX Level 1 six weeks prior to returning from LOA.

** For the Class of 2024 only, students must take Level 1 by May 21, 2022, rather than the start of Clinical Skills Week. An appeal to take Level 1 beyond the deadlines above may be granted by the Associate Dean for Student Affairs.



*Note: If a student doesn't meet these deadlines, they may be placed on LOA. An appeal to take Level 1 beyond the deadlines above may be granted by the Vice Dean for Academic Affairs. In these cases, students will be required to meet monthly, in person, with the Associate Dean for Student Affairs until their exam date in addition to following the learning plan developed with a CSS staff member.

XIV. Student Evaluation of Performance Committee (STEP)

The Student Evaluation of Performance Committee is composed of faculty leadership, deans and directors. The primary charge of the committee is to monitor student performance in achieving competency milestones and core Entrustable Professional Activities (EPAs). The committee will review each student at least four times between OMS I and OMS IV, and is responsible for providing requirements and suggestions to support student academic and professional development. Outcomes of the committee decisions are communicated to students directly. Students who fail to fulfill STEP requirements may be reported for a professionalism violation. The STEP Committee refers to the Student Academic Progress Committee any student who requires more formal remediation.

XV. Student Academic Progress Committee (SAPC)

The Student Academic Progress Committee, composed of faculty and elected student members, is responsible for formulating recommendations to the Dean regarding grades, absences, promotions, graduation, and dismissal. The School of Osteopathic Medicine reserves the right to require the withdrawal of any student at any time the School deems necessary to safeguard its ideals of scholarship and character and to secure compliance with its regulations. The records of each student are reviewed periodically by the Student Academic Progress Committee. The Dean of the School acts upon the recommendations received from the Student Academic Progress Committee and may:

- promote students whose work is satisfactory;
- warn students whose work is less than satisfactory that they must improve their scholastic performance;
- direct that students whose work is unsatisfactory be placed on probation with an opportunity to repeat specified courses;
- approve the dismissal of a student who is considered an unpromising candidate for the degree of Doctor of Osteopathic Medicine.

The Dean, with the advice of the Student Academic Progress Committee, may require the withdrawal of a student at any time if, in the opinion of the majority of the members of the Committee, the student should not continue in the School.

A student may appeal the requirement(s) of the Student Academic Progress Committee on matters of recommended dates to take exams, remediation courses, and other non-dismissal issues to the Vice Dean within ten (10) business days of their appearance date. The Associate Dean for Student Affairs will make the decisions if the Vice Dean is not available.

XVI. Review by the Student Academic Progress Committee

Any student who is identified by the Block/Intersession/Course Directors, Academic Affairs, or the Student Evaluation of Performance Committee as unsatisfactory in academic, and/or clinical performance, and/or competency milestone progression will be referred to the Committee for a complete review of their record. The Committee shall review, among other items, grades, faculty evaluations, professional demeanor, professional conduct, concern for the welfare and dignity of patients, concern for the rights of others, responsibility to duty, trustworthiness, ethical conduct, aberrant behavior, and general or specific conduct meriting concern. At these meetings, the Committee will formulate recommendations for individual students based upon data provided by Academic and Student Affairs and others. These recommendations may include, but will not be limited to: 1) a program of remedial instruction, 2) leave of absence, or 3)

dismissal. The Committee may request the appearance of a student at any scheduled meeting to discuss matters pertaining to their standing. A student may also request a personal appearance before the Committee during its regularly scheduled meetings. All Committee meetings and student appearances are conducted via Webex. A student appearing for any reason may be accompanied by a faculty advocate. Advocates attending a meeting on a student's behalf will not be present for the closed discussion of the Committee or the vote by the Committee.

XVII. Academic Warning and Academic Monitoring Policy

Academic monitoring and warning provide a mechanism for the Student Academic Progress Committee to identify students whose performance is below expectations and who may benefit from additional academic monitoring and support.

A student will be placed on Academic Monitoring if they:

1. At least 1 block exam failure (exam score <70.0%) AND an academic year block exam average < 77.0% after completion of the fall semester.
2. Is required to attend pre-matriculation and has a pre-matriculation exam grade that is below 80%.

A student will be placed on Academic Warning if they:

1. are currently on academic monitoring (as defined above) AND fail a third block exam in the current academic year;
2. have 3 or more block exam failures within the fall semester;
3. have a total of 4 block exam failures in an academic year;
4. have an academic year block exam average below 74.0% at any point after the fall semester;
5. fail any block/intersession/course (BIC); or
6. fail any one COMLEX examination or any COMAT / departmental exam.

Academic Monitoring requires:

- Mandatory submission of a performance improvement action plan for review and approval by the Center for Student Success.
- A review of student engagement with extracurricular activities in consultation with the Center for Student Success, which may result in the need to reduce and realign activities to create additional time for the student to focus on their academic success.

Academic Warning requires:

- Meeting with the Center for Student Success staff and completion of all agreed-upon action steps and learning programs.
- Prohibition against travel to conventions, conferences, meetings, recruiting trips or other travel that conflicts with class time.
- Possible additional prohibitions at the discretion of the Student Academic Progress Committee, including limiting a student's choice of a clerkship hub.

Students who fail to meet the requirements of Academic Monitoring or Academic Warning may be referred to the Associate Dean for Student Affairs for disciplinary action at the discretion of the Student Academic Policy Committee.

Removal of Academic Monitoring and Academic Warning

Student will be removed from Academic Monitoring when they successfully complete the academic year with no subsequent exam failures AND have an academic year block exam average $\geq 74.0\%$.

Students will be removed from Academic Warning when they:

- 1) successfully complete the academic year with no subsequent block exam failures AND elevate their block exam average $\geq 74.0\%$.
- 2) successfully remediate the COMLEX, COMAT or BIC(s) failure

XVIII. Academic Probation

The Committee has wide discretion on placing a student on Academic Probation, and consequences may include limiting a student's choice of clerkship hub. In general, a student who fails two blocks/intersessions/courses in their academic career, fails two (2) COMAT/departmental exams, or fails the same COMLEX exam twice, will be placed on Academic Probation. Students will remain on AP status until they have successfully remediated the COMLEX, COMAT or BIC. Academic Probation requires:

- Possible ongoing appearances before the Committee according to a schedule set out by the Committee members.
- Student compliance with all recommendations of the Committee.
- Prohibition against student holding any office in student government, clubs, etc.
- Prohibition against student serving on any committees.
- Prohibition against student travel to conventions, conferences, meetings, recruiting trips or other travel that will require time away from the classroom.
- Participation in an individualized remediation program designed with the Center for Student Success. The Committee may make other academic requirements.
- Students on Academic Probation who fail to meet all requirements of Academic Probation may be recommended for dismissal or be referred to the Associate Dean for Student Affairs for disciplinary action at the discretion of the Committee.

XIX. Leave of Absence

A. Administrative Leave of Absence

- A student may be placed on administrative leave of absence for academic or personal circumstances following review by the Committee.
- A student may be placed on administrative leave of absence any other time by the Associate Dean for Student Affairs on the basis of academic or personal circumstances. The circumstances and the conditions of the leave will be provided in writing to the student and the Committee by the Associate Dean for Student Affairs.

B. Medical or Personal Leave of Absence

- A leave of absence (LOA) from the medical school curriculum can be granted or required under extraordinary medical or life circumstances for up to one year (52 weeks)
- The SAPC may require a LOA if they determine a student is not able to appropriately engage in the learning process with the medical school curriculum.
- A leave of absence may be granted by the Committee upon recommendation of the Associate Dean for Student Affairs for a student having personal or medical problems that are unlikely to be resolved while the student is in full-time attendance.
- The Dean, the Vice Dean (Sr. Associate Dean) for Academic Affairs or the Associate Dean of Student Affairs may require a LOA if they determine a student is not able to appropriately engage in the learning process with the medical school curriculum.
- The student requesting the LOA must meet with the Associate Dean for Student Affairs to describe the circumstances, and a determination will be made if the LOA is warranted
- Written requests for leave of absence for personal or medical reasons for students in good academic standing may be acted on by the Associate Dean for Student Affairs. Leaves of absence cannot be used to avoid dismissal for academic or disciplinary reasons. Written requests for medical leave of absence must be accompanied by verification from the student's healthcare provider. Students who are failing one or more courses at the

time of a leave of absence request will be required to appear before the SAPC. However, it is within the discretion of the Associate Dean for Student Affairs to grant a request for a personal or medical leave of absence for emergent circumstances.

C. Maximum Leave of Absence

Maximum Leave of Absence is one year (52 weeks) or less. Typically, no more than 2 separate LOAs are allowed in the four-year curriculum. Both cannot total more than 52 weeks.

D. Return from Medical Leave of Absence

- Students planning to return from medical leave should submit a letter to the Associate Dean for Student Affairs requesting return from medical leave no later than thirty (30) days before the intended date of return.
- The student is then instructed by the Associate Dean for Student Affairs to make an appointment with the Director of Student Health, School of Osteopathic Medicine, for evaluation of readiness to re-enter the program.
- The Director of Student Health will present a report and recommendation to the Associate Dean for Student Affairs for subsequent review.
- In the absence of the 30-day required written notification from a student regarding their intention to return to the School from a medical leave of absence, the student will be administratively withdrawn.

PLEASE NOTE: Third or fourth-year students taking any leave of absence from clerkships may not be able to return to their original hub placement upon their return; if a hub site cannot accommodate them, the student will be placed where there is availability.

E. Return from Personal Leave of Absence

- Students planning to return from personal leave should submit a letter to the Associate Dean for Student Affairs requesting return from personal leave no later than thirty days before the intended date of return.
- In the absence of the 30-day required written notification from a student regarding their intention to return to the School from a personal leave of absence, the student will be administratively withdrawn.

PLEASE NOTE: Third or fourth-year students taking any LOA from clerkships may not be able to return to their original hub placement upon their return; if a hub site cannot accommodate them, the student will be placed where there is availability.

XX. Research Scholar Elective

Students occasionally get an opportunity to participate in a full-time research experience that lasts between 4 - 12 months. Those students must apply for approval to get academic credit through the Research Scholar Elective. Students can be approved for a maximum of two semesters in the Research Scholar Elective as an enhancement to their academic program.

To obtain approval for the Research Scholar Elective, students must submit the Research Scholar Elective Application along with required documentation that is specified on the form. Students will receive written notification of the decision. Students must be approved first before academic credit will be given.

If approved, the Research Scholar Elective will be listed on a student's transcript for each approved semester. The elective is for credit and is graded Pass/Fail. Students who are approved for the Research Scholar Elective are enrolled full time. They remain eligible for

financial aid, student health insurance, parking, etc. During semesters when they are taking no other clerkships, students in the Research Scholar Elective will be charged a Maintain Matriculation fee and applicable fees but are not charged tuition. Under special circumstances, and only with prior approval, students may be permitted to complete a clerkship during their semester(s) of Research Scholar Elective. If so, partial tuition will be assessed.

XXI. Withdrawal

Withdrawal from the School of Osteopathic Medicine is defined as permanent separation of an individual from the School of Osteopathic Medicine. A student may voluntarily withdraw or may be involuntarily withdrawn by administrative action (“Administrative Withdrawal”).

The withdrawal mechanism cannot be used to avoid dismissal for academic or disciplinary reasons. Withdrawal is not permitted once a disciplinary hearing has started. A student wishing to withdraw must submit a written request to the Vice Dean or the Associate Dean for Student Affairs.

Based upon the status of the individual in each course at the time of voluntary or administrative withdrawal, the grade will be recorded on the transcript as W (Withdrawal).

A student may appeal a decision for Administrative Withdrawal in writing, to the Dean of the School within ten (10) business days of their appearance date. The Dean’s decision is final.

XXII. Dismissal

Reasons for dismissal that span all four years may include, but are not limited to, the following:

- A. Failure of any four courses in the first two curricular years.
- B. Failure to complete all required coursework, including passing required COMLEX exams, within the maximum time frame specified for their degree program (including approved leaves of absence).
- C. Absence of the personal qualifications and attributes deemed necessary to perform the duties of an osteopathic medical student and the osteopathic medical profession.

Reasons for dismissal specific to certain curricular years may include, but are not limited to, the following:

A. Pre-Clerkship

- a. 1st year
 - i. Failure of three or more courses in one curricular year (ie including a student repeating a year).
 - ii. Failure of the same course two times.
- b. 2nd year prior to dedicated
 - i. Failure of three or more courses prior to COMLEX Level I preparatory period (“dedicated”) in one academic year or in one curricular year (i.e. including a student repeating a year).
 - ii. Failure of the same course two times.

B. Core Clerkships/Courses (2nd year- 4th year)

- a. Failure of the same course/clerkship two times.
- b. Failure of the same COMLEX exam three times.
- c. Failure of three Core Clerkships/Courses for any reason.
- d. Students who fail two Core Clerkships secondary to failure of the preceptor evaluation.

A student may appeal a recommendation for dismissal by the Student Academic Progress Committee, in writing, to the Dean of the School within ten (10) business days of their appearance date. The Dean’s decision is final.

In cases where dismissal is being considered, the dismissal will not become final until the school's internal appeal process (if the student opts to appeal), has been completed and a final determination has been made by the Dean. The effective date of dismissal will be the date of final action by the Dean. Pending the Dean's final decision and in accordance with school-specific policies governing student dismissals, the student is allowed to continue their participation in all academic activities for which they are enrolled and will continue to be bound by all school and university regulations and obligations, including those regarding the assessment and collection of tuition and fees.

XXIII. Graduation Requirements

All academic work must be completed no later than June 30 of a given year for students who wish to be counted as a graduate of that given year. Students who must complete additional work beyond the graduation ceremony date will receive their diploma following satisfactory completion of their requirements. Students who successfully complete all requirements for graduation as prescribed by the faculty will be recommended by the Student Academic Progress Committee to the Dean for graduation. A list of the candidates for the degree of Doctor of Osteopathic Medicine must be presented by the Dean to the Executive Council and faculty for their approval.

Candidates approved by the faculty, for the distinction of Doctor of Osteopathic Medicine, are then eligible to receive the degree at the next commencement. Candidates for the degree of Doctor of Osteopathic Medicine must exhibit the requisite knowledge and skills to complete the prescribed course of study and must also possess personal qualifications and attributes deemed necessary to perform the duties of the osteopathic medical profession.

XXIV. Additional Required Clinical Experiences

Students who will be completing their degree requirements between July 1 – February 28 (after the May in which they were originally anticipated to graduate) may be scheduled for their remaining clinical rotations as well as one or more non-credit experiences, in order to keep their clinical skills current in preparation for residency. Each student's schedule will be individually designed by the Registrar to ensure that all degree requirements will be met.

XXV. Graduation on Alternate Dates

The Doctor of Osteopathic Medicine (DO) degree is usually awarded in May after completion of the fourth-year curriculum. A student who will complete all of their degree requirements after the month of May can be awarded the DO degree at a later time subsequent to completion of all degree requirements. The maximum time from for completion of the academic program is six years, including any time on approved leave of absence. To be awarded the DO degree, students must have the approval of all of the following: the SOM Student Academic Progress Committee, the SOM Executive Council, and the SOM Faculty. A student must complete all degree requirements to receive the DO degree. Students will be permitted to participate in the Convocation and Commencement ceremonies in May if it is anticipated that they will complete their degree requirements by June 30th. Students who complete their degree requirements after June 30th will be permitted to participate in the Rowan-Virtua SOM Commencement and the University Commencement ceremonies the following May and will be considered members of that graduating class for alumni purposes.

XXVI. Awarding a DO Degree Posthumously

Rowan-Virtua School of Osteopathic Medicine seeks to recognize the academic achievements of its students. This policy establishes guidelines for the posthumous awarding of a DO degree in the event a student dies before completing all of the requirements for the DO degree.

Consideration is given to academic and institutional integrity according to the following criteria:

- The student was enrolled in the second half of their final year of study at Rowan-Virtua SOM at the time of death.
- The student successfully completed the core clinical rotations.
- The student was in good standing and would likely have completed all of the degree requirements had they not died.

XXVII. Standards of Satisfactory Academic Progress for Title IV & NJ Financial Aid Program Eligibility

A. Purpose

This policy defines satisfactory academic progress for all School of Osteopathic Medicine (SOM) matriculating students.

B. Accountability

The Vice Dean, the Registrar and the Student Academic Progress Committee (“the Committee”) are responsible for implementing this policy.

C. Policy

Satisfactory Academic Progress is the successful completion of degree requirements according to published increments that lead to degree completion within published time limits. Sound academic principles require that students be required to maintain standards of satisfactory academic progress. In addition, federal regulations require the School to establish satisfactory academic progress standards. The following standards apply to all matriculating students, whether they are financial aid recipients or not.

Students who fail to maintain satisfactory academic progress during the established period of review must be informed of their academic status and may be placed on financial aid probation, suspended or dismissed, in accordance with the policies of the school. Satisfactory Academic Progress will be reviewed each academic semester. The standards of satisfactory academic progress measure a student’s performance in four areas: completion rate, cumulative grade point average, COMLEX performance and maximum time frame.

- **Completion Rate**

Each academic semester the Registrar in consultation with the Committee will evaluate all students’ academic progress by comparing the number of attempted courses with the courses successfully completed during the academic semester. The program completion rate standards listed below differ between the SGL curriculum and the Problem Based Learning curriculum due to the different number of total courses required for each of those programs.

A student in the **SGL curriculum** must complete the following minimum number of courses at the end of each academic semester in order to be considered to be making Satisfactory Academic Progress.

While enrolled in the first- and second-year curriculum:

Semesters 1 and 2 – The student must complete 8 courses out of 9 attempted. If the student fails 2 courses in the first year, the student will not be considered making satisfactory academic progress and will go before the Student Academic Progress Committee for guidance on navigating remaining coursework. If the student fails 3 or more courses in the first year, the student will not be considered making satisfactory academic progress and will appear before the Student Academic Progress Committee for a dismissal hearing.

Semesters 3 and 4– The student must successfully complete 10 courses out of 11 courses attempted during their third and fourth semesters of enrollment. If the student fails 2 courses in one academic semester or over both semesters of the second year, the student will not be considered making satisfactory academic progress and will be placed on a Lightened Load curriculum. If the student fails 3 or more courses in the second year, the student will not be considered making satisfactory academic progress and will be considered for dismissal.

(If needed to complete curriculum) Semesters 5 and 6 – Students must complete all courses attempted in the first- or second-year curriculum to be considered making satisfactory academic progress.

While enrolled in the third- and fourth-year curriculum:

Semesters 5 and 6 – The student can fail no more than 1 course out of the total number of courses attempted. If the student fails more than 1 course, the student will not be considered making satisfactory academic progress.

Semesters 7 and 8 – The student can fail no more than 1 course out of the total number of courses attempted. If the student fails more than 1 course, the student will not be considered making satisfactory academic progress.

(If needed to complete curriculum) Semesters 9 and 10 – The student must complete all remaining courses in the third and fourth-year curriculum to be considered making satisfactory academic progress.

A student in the **Synergistic Guided Learning curriculum** must complete the following minimum number of courses at the end of each academic semester in order to be considered to be making Satisfactory Academic Progress.

While enrolled in the first- and second-year curriculum:

Semesters 1 and 2 – The student must complete 8 courses out of 9 attempted. If the student fails 2 courses in the first year, the student will not be considered making satisfactory academic progress and will go before the Student Academic Progress Committee for guidance on navigating remaining coursework. If the student fails 3 or more courses in the first year, the student will not be considered making satisfactory academic progress and will appear before the Student Academic Progress Committee for a dismissal hearing.

Semesters 3 and 4– The student must successfully complete 14 courses out of 15 courses attempted during their third and fourth semesters of enrollment. If the student fails 2 courses in one academic semester or over both semesters of the second year, the student will not be considered making satisfactory academic progress and will be placed on a Lightened Load curriculum. If the student fails 3 or more courses in the second year, the student will not be considered making satisfactory academic progress and will be considered for dismissal.

(If needed to complete curriculum) Semesters 5 and 6 – Students must complete all courses attempted in the first- or second-year curriculum to be considered making satisfactory academic progress.

While enrolled in the third- and fourth-year curriculum:

Semesters 5 and 6 – The student can fail no more than 1 course out of the total number of courses attempted. If the student fails more than 1 course, the student will not be considered making satisfactory academic progress.

Semesters 7 and 8 – The student can fail no more than 1 course out of the total number of courses attempted. If the student fails more than 1 course, the student will not be considered making satisfactory academic progress.

(If needed to complete curriculum) Semesters 9 and 10 – The student must complete all remaining courses in the third and fourth-year curriculum to be considered making satisfactory academic progress.

A student in the **Problem-Based Learning (PBL) curriculum** must complete the following minimum number of courses at the end of each academic semester in order to be considered to be making satisfactory academic progress.

While enrolled in the first- and second-year curriculum:

Semesters 1 and 2 - A student in the PBL curriculum must successfully complete 9 courses out of 10 courses attempted during their first two semesters of enrollment. If the student fails 2 courses in one academic semester or over both semesters of the first year, the student will go before the Student Academic Progress Committee for guidance on navigating remaining coursework. If the student fails 3 or more courses in the first year, the student will not be considered making satisfactory academic progress and will appear before the Student Academic Progress Committee for a dismissal hearing.

Semesters 3 and 4 - A student in the PBL curriculum must successfully complete 14 courses out of 15 courses attempted during their third and fourth semesters of enrollment. If the student fails 2 courses in one academic semester or over both semesters of the second year, the student will not be considered making satisfactory academic progress and will go before the Student Academic Progress Committee for guidance on navigating remaining coursework. If the student fails 3 or more courses in the first year, the student will not be considered making satisfactory academic progress and will appear before the Student Academic Progress Committee for a dismissal hearing.

(If needed to complete curriculum) Semesters 5 and 6 – PBL students must complete all courses attempted to be considered making satisfactory academic progress.

While enrolled in the third- and fourth-year curriculum:

Semesters 5 and 6 – The student can fail no more than 1 course out of the total number of courses attempted. If the student fails more than 1 course, the student will not be considered making satisfactory academic progress.

Semesters 7 and 8 – The student can fail no more than 1 course out of the total number of courses attempted. If the student fails more than 1 course, the student will not be considered making satisfactory academic progress.

(If needed to complete curriculum) Semesters 9 and 10 – The students must complete all remaining courses in the third and fourth-year curriculum to be considered making satisfactory academic progress.

Courses will be considered as attempted or earned as follows:

Attempted and Completed

Courses with a grade of H, HP, P, RP (as well as AS, LP and LPR grades that were in existence during prior academic years).

Courses successfully repeated (counted once towards attempted in the calculation of the completion rate).

Attempted but Not Completed

Courses with a grade of F, INC, IP, W (as well as WP, WNC, or WF grades that were in existence during prior academic years).

Not Attempted and Not Completed Courses

with a grade of AUD or NC

- Cumulative Grade Point Average

Each academic semester the Registrar in consultation with the Committee will evaluate whether each student has achieved the equivalent of a “C” average. SOM does not compute grade point average using letter grades. The grade of P (Pass) is considered equivalent to a “C.”

Each student must also achieve the standards established by the following SOM Academic Rules and Regulations:

1. Section IV. Grading
2. Section V. Remediation
3. Section VII. Auditing Courses
4. Section VIII. Pre-clerkship Years 1 and 2
5. Section IX. Clinical Years 3 and 4
6. Section XII. COMLEX Policy and Procedures
7. Section XVI. Academic Probation
8. Section XXI. Graduation Requirements
9. Section XXII. Additional Required Clinical Experiences

When courses are repeated and passed, only the grade for the second instance of each course will be calculated toward the determination of satisfactory academic progress. Grades earned at another institution to remediate a failed course will be included in the determination of satisfactory academic progress. Grades earned at another institution by students who transfer to SOM will not be included in the determination of the numerical “C equivalent”.

- 3. COMLEX

To be making Satisfactory Academic Progress a student must also complete the COMLEX Level 1 and Level 2-CE. If the student fails any COMLEX three times the student will not be making satisfactory academic progress. Students must successfully complete COMLEX Level 1 to continue third-year rotations. If a student fails COMLEX 1, the student will be required to stop coursework and will be placed on Independent Study and will be placed on Financial Aid Warning. If a student remains on Independent Study for more than one year, the student will not be making Satisfactory Academic Progress and will not be eligible for financial aid and will be recommended for dismissal. If a student has not successfully completed all COMLEX requirements by the expected graduation date but has completed all other graduation requirements, the student will be allowed a maximum of one additional year but will be enrolled as less than half-time and will not be eligible for financial aid.

4. **Maximum Time Frame for Completion of the DO Degree and Dual Degree Programs**
 Maximum time frame is defined by SOM as the maximum number of years after first enrollment that a student may complete SOM courses in the full-time pursuit of a degree. Each academic year the Registrar and the Committee will evaluate whether each student can complete the program without exceeding the maximum years in which courses were attempted. A student must complete all requirements for their specific degree program within the maximum time frame specified in the chart below, including time for approved leave of absence (see Academic Rules and Regulations Section on Leave of Absence).

Degree Program	Standard Length	Maximum Length
DO Students entering 1st year SGL or PBL curriculum	4 years	6 years
DO Students transferring into 2 nd year	3 years	5 years
DO Students transferring into 3rd year	2 years	4 years
D.O/ JD	6 years	8 years
DO/ MBA	5 years	7 years
DO/ MPH	5 years	7 years
DO/ PhD	7 - 9 years	11 years

(Effective date for new policy: Entering Class of 2021/Grad Class of 2025)

5. **Notification of Lack of Satisfactory Academic Progress**
 Following the evaluations required by Sections A, B and C of this policy, the Committee will transmit written notification to all students who have not met the standards for Satisfactory Academic Progress, with copies to the Rowan University Office of Financial Aid, Vice Dean, Director of Academic Affairs, Registrar and the Center for Student Success. The notification will indicate the nature of the deficiency, any methods that maybe available for correcting the deficiency and any consequences that have resulted or may result, such as probation, suspension or dismissal. A student may re-establish Satisfactory Academic Progress by demonstrating achievement of the required completion rate and/ or GPA (C equivalent) and/or COMLEX within the maximum time frame required.
6. **Financial Aid Warning**
 Students who have been determined not to be making satisfactory academic progress will automatically be placed on Financial Aid Warning. While on Financial Aid Warning the student is eligible for financial aid for a period of one semester. No appeal is necessary. The student will be reviewed again at the end of the next semester of enrollment. The student must complete the following semester's courses successfully as well as complete any other requirements established by the Committee. If the student is still not making satisfactory academic progress, see section 7. Appeal for Reinstatement of Financial Aid Eligibility and section 8, Financial Aid Probation.
7. **Appeal for Reinstatement of Financial Aid Eligibility**
 Students who have been on Financial Aid Warning in the previous academic semester and are still not making satisfactory academic progress by the end of that semester are not eligible for financial aid. A student may appeal being designated ineligible for financial aid due to extenuating circumstances such as serious illness or death of a family member. The student must submit a written appeal to the Vice Dean or the Associate Dean for Student Affairs. If that appeal is approved the student will be placed on Financial Aid Probation

(see section 8.) If the student's appeal is denied, then the student is not eligible for financial aid.

8. Financial Aid Probation

If the student has been granted an appeal by the process described in Section 7, then the student is eligible to receive financial aid for one more semester while on Financial Aid Probation. If the student's appeal was denied, then the student is ineligible for financial aid while on Financial Aid Probation.

9. Academic Plan

An Academic Plan is created for a student who will not be able to complete the necessary requirements to regain satisfactory academic progress status within the one semester of Financial Aid Probation. The Academic Plan includes requirements that must be successfully completed for each successive semester in order to continue on the plan and continue to be eligible for financial aid. At the end of each semester the student's progress will be reviewed. If the student does not meet the measures of the academic plan, then financial aid eligibility will end.

10. Dismissal or Withdrawal

Students who are dismissed or withdrawn from the school are not making Satisfactory Academic Progress and are not eligible to receive financial aid.

11. Documentation

Documentation of decisions concerning status of satisfactory academic progress, probation, dismissal, appeal, or re-establishment of Satisfactory Academic Progress shall be transmitted to the affected student and maintained in the student's academic file in the Office of the Registrar and the Committee file in accordance with Rowan University record retention requirements. All statistical data regarding Satisfactory Academic Progress and appeal actions will be maintained by the Committee.

Rowan-Virtua SOM Student Code of Conduct

PREAMBLE

We, the students of Rowan-Virtua School of Osteopathic Medicine, subscribe to the high standards of conduct that have evolved over the years within the osteopathic medical profession. Rowan-Virtua SOM students join the faculty and administration in accepting personal and collective responsibility for maintaining standards of professionalism, including honesty, integrity, respect, and accountability, which are essential attributes to becoming a physician. Abiding by these principles begins on the first day of medical training.

The following code provides specific guidelines that all students are expected to review and to abide by. Students will be required to sign an agreement acknowledging that they have read and understood the following Student Code of Conduct. This Student Code of Conduct will be used by school administrators when evaluating a student's performance or any deviations from expected behavior.

GENERAL PRINCIPLES

1. Each student must demonstrate integrity and honesty in all academic and professional matters.
2. Each student must be aware of and abide by all applicable federal, state, and local civil and criminal laws and regulations.
3. Each student must be aware of and abide by all University and School policies, rules, procedures and standards, both general and academic.

4. Each student must truthfully represent their work and the work of others.
5. Each student must demonstrate respect in all interactions with faculty, staff, students, patients and other members of the health care team.
6. Each student must demonstrate respect for property at all times.
7. Each student must take responsibility to assess their own actions and the actions of others and report violations of this Student Code of Conduct to a member of the SOM Honor Council or the Associate Dean for Student Affairs.
8. In a situation where it is unclear whether an individual's conduct is unprofessional, it is a student's responsibility to seek clarification from a member of the SOM Honor Council or the Associate Dean for Student Affairs.

EXAMPLES OF VIOLATIONS OF ACADEMIC INTEGRITY

CHEATING occurs when an individual misrepresents their mastery of the subject matter or assists another to do the same. Instances of cheating include, but are not limited to:

1. Copying another's work and submitting it as one's own on an examination, paper or other assignment;
2. Allowing another to copy one's work;
3. Using unauthorized materials during an examination or evaluation such as a textbook, notes, or any electronic devices.
4. Collaborating with another individual by giving or receiving unauthorized information during an examination or evaluation.
5. Reproducing or distributing unauthorized information about an examination or evaluation.
6. Changing, altering, or falsifying a graded examination, completed evaluation, grade report form or transcript.
7. Taking an exam for another or allowing another to take an exam for oneself.

PLAGIARISM is an act whereby an individual represents someone else's words, ideas, or data, whether oral, in print or in electronic form as their own work. This includes internet and web-based resources. Examples include, but are not limited to:

1. Using the exact words of another source without quotations and appropriate referencing;
2. Using the ideas, opinions, data or theories of another without a reference, even if completely paraphrased;
3. Using charts, diagrams, and/or any image from another source without revision, permission from the author and/or appropriate referencing.

FABRICATION/FALSIFICATION is the deliberate use of false information or withholding of information with the intent to deceive. Examples include, but are not limited to:

1. Using information from a source other than the one referenced;
2. Listing of references in a bibliography that were not used in a paper;
3. Falsifying or withholding data in experiments, research projects, notes, reports, or other academic exercises;
4. Falsifying or withholding data in patient charts, notes or records;
5. Submitting papers, reports or projects prepared in whole or part by another;
6. Falsifying records for the purposes of personal gain.

EXAMPLES OF UNPROFESSIONAL BEHAVIOR include, but are not limited to:

1. Failing to address respectfully the faculty, staff, and peers in both the academic and clinical settings.
2. Behaving or speaking in a manner which could be interpreted as demeaning or disrespectful regarding a patient.

3. Failure to adhere to HIPAA or FERPA policies.
4. Disruptive behavior which includes, but is not limited to, using foul language, yelling, mock fighting, threatening behavior or other forms of intimidation, public displays of affection, or other inappropriate actions.
5. Failing to attend required student/intern teaching sessions, i.e. morning report, grand rounds, and lectures without direct permission.
6. Failure to adhere to required rotation schedules, including assigned daily hours and after hour call responsibilities unless specifically excused.
7. Failure to adhere to dress code and standards set forth by the school and its clinical affiliates.
8. Professionalism extends not only to in-person interactions, but to written discussions including postings on internet forums and social networking sites. Statements made by students through online networks are public and are treated as if they were made verbally in public places.
 - Students are expected to monitor others' postings on their own profiles, including tagged photos, to ensure that content is appropriate
 - Relationships online among students, other professionals, and patients are subject to school policies regarding harassment, including sexual and racial offences. Cyberstalking and posting of explicit photographs are examples of harassment that are subject to review.
 - Online posts slandering colleagues - including attending & resident physicians, peers, and clinical staff -are unacceptable. Students should seek to maintain privacy of their colleagues unless given explicit consent to use their names or likenesses.
 - HIPAA measures extend to the online forum. Students should avoid commenting on or posting photographs of specific patients or their body parts. Written permission by patients to post this information must be obtained. Sharing private information obtained from patients' social networking sites should also be avoided.
 - Avoid accessing inappropriate or sexually explicit sites while in the academic and clinical settings.
 - Students should avoid giving specific medical advice online

OTHER ACTS OF MISCONDUCT include, but are not limited to:

1. Forging an instructor's signature or initials on examinations, evaluations, lab reports or other academic materials, and forgery, alteration, or misuse of School documents, records or identification;
2. Misrepresenting a clinical rotation in scheduling elective or selective rotations.
3. Unauthorized entry, or assisting another in unauthorized entry, into a University building, office or confidential computer file for any purpose;
4. Obtaining, distributing, accepting or reviewing examinations, lab reports or other confidential academic materials without prior and explicit consent of the instructor;
5. Submitting written or computer work to fulfill requirements of more than one course without the prior and explicit permission of both instructors;
6. Impeding the progress of another by sabotaging their work (written or computer data, laboratory experiments, etc.), deliberately providing false or misleading information, or withholding or hiding information, books or journals;
7. Obstruction or disruption of teaching, research, administration, procedures, or other School activities;
8. Theft, damage, or the threat of damage to another person's property;
9. Any action that harms, threatens bodily harm or presents an imminent danger to another person;

10. Possession or use of firearms, explosives, dangerous weapons on university property in violation of federal, state or local law or university regulations;
11. Use, possession, prescription, or distribution of drugs not pursuant to the laws of the state or federal statutes;
12. Violations of any established Rowan University policies or regulations.

PATIENT CARE

Students shall also adhere to the Code of Ethics of the American Osteopathic Association. The American Osteopathic Association has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic physician's ethical and professional responsibilities to patients, to society, to the AOA, to others involved in healthcare and to self.

Further, the American Osteopathic Association has adopted the position that physicians should play a major role in the development and instruction of medical ethics.

Policies

All Rowan University Policies are listed at: <https://confluence.rowan.edu/display/POLICY/Home>

AA / EEO Policies and to File a Complaint

To file a complaint by phone via the 24 hour Alert Line: 855-431-9967 or via the web:

<https://rowan.edu/integrityline>

Non-complaint related inquiries should be directed to the Office of Equity and Diversity at 856-256-5830

[Rowan University's Commitment to EEO Statement Affirmative Action Workforce Development Plan](#)

EEO POLICIES:

Discrimination Policy

<https://confluence.rowan.edu/display/POLICY/Policy+Prohibiting+Discrimination+in+the+Workplace+and+Educational+Environment?preview=%2F58654743%2F100901306%2FPolicy%2BProhibiting%2BDiscrimination%2Bin%2Bthe%2BWorkspace.pdf>

Acceptable Use Policy

<https://confluence.rowan.edu/display/POLICY/Acceptable+Use+Policy>

Alcohol and Other Drugs Policy

<https://confluence.rowan.edu/display/POLICY/Alcohol+and+Other+Drugs+Policy>

Americans with Disabilities Act

<https://confluence.rowan.edu/pages/viewpage.action?pageId=52297796>

Accommodations Policy (ADA)

<https://confluence.rowan.edu/display/POLICY/Accommodation+Policy>

Anti-Bullying Bill of Rights Act

<https://www.state.nj.us/education/students/safety/behavior/hib/>

Clean Air / Smoke-Free Environment

In an effort to provide a safe, healthy and comfortable environment for all patients, faculty, staff members, students, volunteers, visitors and the general public, smoking is prohibited in all University owned or leased facilities and vehicles. The Stratford campus became smoke free on July 1, 2012.

This policy regarding a clean air / smoke-free environment in all University-owned or leased facilities and vehicles is set to protect the health of non-smoking patients, faculty, staff members, students, volunteers, visitors and the general public; to help those who wish to quit smoking do so; and to serve as an example to the community.

COCA Complaints - Policies and Procedures Regarding Complaints Related to COCA Accreditation Standards

The Commission on Osteopathic College Accreditation (COCA) requires that all Colleges of Osteopathic Medicine (COMs) establish a complaint process to protect the integrity and the maintenance of accreditation standards and procedures as they relate to approved COMs having approval from the COCA. Any individual who believes Rowan-Virtua SOM is not in compliance with a COCA accreditation standard has the right to address their concern.

Complaints regarding COCA accreditation standards may be filed by any individual including osteopathic medical students, faculty, staff, any individual or organization affected by the accreditation program academically or professionally, or a member of the general public.

Students may file a complaint informally without retaliation by contacting the appropriate Rowan-Virtua SOM administrator; if they need further guidance on this process, they can contact the Office of Academic Affairs for additional information. Students also have the option to file a complaint directly and confidentially with the AOA Commission on Osteopathic College. Written complaints should be addressed to the Secretary of the Commission on Osteopathic College Accreditation at the following addresses:

American Osteopathic Association
Department of Accreditation
142 East Ontario Street
Chicago, IL 60611-2864
1-312-202-8124
Email - predoc@osteopathic.org

To file a formal complaint regarding accreditation standards, please follow the following steps:

Procedures for a Formal COCA Complaint

1. A formal complaint must be documented in writing, signed by the complainant, and submitted to the Rowan-Virtua SOM Dean or to the COCA Secretary by email to predoc@osteopathic.org with the subject line "Complaint Regarding COM."
2. The complaint must be based on a violation(s) of a COCA accreditation standard, and it must be based on direct and responsible information.
3. The complainant should provide a narrative of the allegation as it relates to accreditation standards or procedures that include any documentation to support the allegation. This information must be accurate and well documented.
4. The complainant should provide evidence if an effort has been made to resolve the problem through the Rowan-Virtua SOM administration; the complaint must include information about all other actions initiated to resolve the problem.

5. Within 10 days of receipt of the complaint, COCA will send the complaint to the Rowan-Virtua SOM Dean. If the Dean receives the complaint, they will notify COCA within two business days.
6. The Dean will appoint an ad hoc committee to investigate and make a recommendation to the Dean within 12 business days. This committee will be chaired by the appropriate Associate Dean, CFO or COO and will include at least two faculty members. The Dean may also choose to add a student and/or staff member to the committee if deemed appropriate.
7. If the Rowan-Virtua SOM ad hoc committee finds that there is no basis to the complaint:
 - a. The finding will be forwarded to the Dean
 - b. The Dean will notify COCA within 15 business days of initially receiving the complaint. COCA will notify the complainant of the Committee's findings in writing.
8. If the Rowan-Virtua SOM ad hoc committee does find merit to the complaint:
 - a. The committee can recommend corrective action to the Dean.
 - b. The Dean will notify COCA within 15 business days of initially receiving the complaint.
 - c. The Dean will work with COCA and its proceedings and ensure that corrective action is taken.
 - d. COCA will notify the complainant in writing of this finding and the corrective action.
9. A file of all complaints will be kept on record in the Dean's office in compliance with our records retention policy.

Rowan-Virtua SOM prohibits any act of retaliation toward any person filing a complaint in good faith.

Based on Commission on Osteopathic College Accreditation, Accreditation of Colleges of Osteopathic Medicine; COM Accreditation standards and procedures effective July 2019.

<https://osteopathic.org/wp-content/uploads/2018/02/com-continuing-accreditation-standards.pdf>

Student Mistreatment Policy

Rowan-Virtua School of Osteopathic Medicine (Rowan-Virtua SOM) is committed to promoting student success in an atmosphere of mutual respect, collegiality, fairness, trust, and accountability within its respective community. Educational standards established by the Commission on Osteopathic College Accreditation (COCA) state: "A COM must ensure that the learning environment of its osteopathic medical education program is conducive to the ongoing development of professional behaviors in its osteopathic medical students, faculty, and staff at all locations and is one in which all individuals are treated with respect.

Mistreatment of students may occur in many forms and can seriously impair the educational experience. Student mistreatment, abuse, harassment, intimidation or bullying will not be tolerated. This policy applies to all members of the Rowan-Virtua SOM Community with whom students interact throughout all four years and all aspects of the educational experience, including faculty, staff, residents, students, clinical and other affiliates. "Mistreatment" is defined as 'intentional or unintentional behavior that demonstrates disrespect for the dignity of others or unreasonably interferes with the learning process.'" It can take the form of physical punishment, harassment, psychological cruelty, retaliation and discrimination based on race, religion, ethnicity, sex, age or sexual orientation or any other protected class. Specific examples of mistreatment include, but are not limited to:

- Inappropriate or unprofessional criticism or verbal abuse that belittles, or causes embarrassment or humiliation to a student;
- Intentionally singling out a student for arbitrary treatment that is deemed punitive;
- Committing an act of physical abuse or violence of any kind; e.g., throwing objects, aggressive violation of personal space, hitting, slapping, kicking, or threats of the same nature;
- Requiring a student to perform inappropriate tasks intended to humiliate, control, or intimidate the student;
- Exploitation of students in any manner; e.g., unreasonable requests for a student to perform personal errands;

- Retaliatory behavior such as grading or assigning tasks to punish a student rather than evaluating or assessing a student’s performance;
- Unreasonable exclusion from reasonable learning opportunities (i.e., being denied entrance to a lecture that other students are attending);
- Pressuring a student to perform medical procedures for which the student is insufficiently trained and does not have proper oversight (i.e., placing a student in a role that compromises the care of patients);
- Subjecting students to offensive remarks or names; or making unwelcome sexual comments, jokes, or taunting remarks about a person’s protected status;
- Sexual assault, discrimination and harassment (these issues will be investigated and addressed by Rowan University);
- Being denied opportunities for training or rewards based on a person’s protected status; and

“Retaliation” is defined as an adverse action taken against an individual in response to, motivated by, or in connection with an individual’s complaint of mistreatment, participation in an investigation of such complaint and/or opposition to reported mistreatment in the educational or workplace setting.

Student Reporting Procedure: It is strongly suggested that students submit the Rowan-Virtua SOM electronic reporting form in real-time for all alleged mistreatment related events to ensure proper follow-up and resolution. https://rowan.co1.qualtrics.com/jfe/form/SV_7ZOynROqri5dvOS

A student can also report an incident through any of the following methods or individuals with whom they feel comfortable reporting:

- [Discrimination/Harassment/Retaliation Reporting](#) Form (University online electronic form that can be submitted confidentially to OSEC in Glassboro)
- Office of Student Affairs – Stratford
 - [Anne Jones](#), DO, Assistant Dean, Office of Student Affairs
 - [Dean Micciche](#), MA; Assistant Dean for Student Programs and Alumni Engagement
- Office of Clinical Education – Stratford
 - [Michele Tartaglia, DO](#), Assistant Dean for Clinical Education
- Office of Diversity, Equity and Inclusion
 - TBD, Director
- Title IX Coordinator
 - [Paula Watkins](#), MA, Assistant Dean for Admissions,
- Academic Affairs and Disabilities/Accommodations
 - [Jackie Giacobbe](#), MS.Ed, Asst Dean for Academic Affairs and Accreditation

While there are several anonymous and confidential ways to report inappropriate treatment of students, full disclosure of the persons involved, and the behaviors witnessed can lead to more effective action to correct the problem. Therefore, Rowan-Virtua SOM encourages full reporting of incidents of inappropriate treatment of students and people involved in them. However, anonymous reports will also be investigated to the extent that specific information is provided*. A student can report anonymously by utilizing the Rowan University [Discrimination/Harassment/Retaliation Reporting](#).

If a student chooses not to remain anonymous, Rowan-Virtua SOM will discuss with the reporting student whether they want their name shared with the mistreatment source, as well as the timing of contact (e.g., delay until relevant course/clerkship has been completed). Rowan-Virtua SOM will keep confidential all records of complaints and investigations to the extent permitted by law.

Discrimination

[Policy Prohibiting Discrimination in the Workplace and Educational Environment](#)

Reporting Harassment, Discrimination and Retaliation

<https://sites.rowan.edu/diversity-equity-inclusion/departments/osec/titlevi/vi-reporting.html>

We at Rowan-Virtua SOM commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, ethnicity, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, veteran status and other protected categories.

If you feel you or someone you know is a victim of discrimination, harassment or retaliation on the basis of any of the protected categories such as disability, gender identity and expression, national origin, race or ethnicity, religion, sex, sexual orientation, age, color, veteran status, genetic information and other characteristics prohibited by law, report it! Use the link below to report.

Diversity

https://sites.rowan.edu/welcome/diversity_statement.html

Drug-Free Environment

No student, faculty member, resident, staff member or volunteer is permitted to unlawfully manufacture, distribute, dispense, possess or use a controlled substance in any Rowan-Virtua SOM facility or while conducting official university business. Individuals who violate this policy will be subject to appropriate disciplinary action up to and including expulsion or termination from the University and referral for prosecution. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

Drug and alcohol abuse jeopardize the success of the University's programs and negatively impacts operations in terms of productivity, safety and attendance. The University has implemented various assistance programs for individuals who have impairment problems, i.e., those who are unable to perform their duties with reasonable skill and safety due to substance abuse or alcoholism. A listing of drug and alcohol treatment centers is available from the campus assistance programs and at the campus libraries.

Equal Opportunity (EEO)

The Board of Trustees of Rowan University has committed itself, the University, and its component units to a policy of equal opportunity without regard to race, color, religion, gender, sexual orientation, national origin, disability, age, military status, marital status, veteran status, and any other category protected by applicable law. This is the governing principle in student admissions, other student services, and employment-related activities.

<http://www.rowan.edu/equity/documents/EqualEmploymentOpportunityPolicyStatement2.pdf>

Family Educational Rights and Privacy Act (FERPA)

Rowan-Virtua SOM is committed to the privacy of its students' records, as required by law under the Family Educational Rights and Privacy Act. Additionally, students have rights to review their own education records and request an amendment in the records if the student believes there is inaccurate or misleading information.

<https://sites.rowan.edu/registrar/services-resources/ferpa.html>

Involuntary Leave of Absence and Involuntary Withdrawal

When School officials become aware of a student who is interfering with Rowan-Virtua SOM's

education, research or service mission, or who is jeopardizing his or her own safety or welfare or that of other members of the University community, or who represents a threat to property, or who causes concern about any of the above, the Dean may consider whether the student should take a voluntary or involuntary leave of absence or withdraw voluntarily or involuntarily from the School. Such circumstances include, but are not limited to conduct or statements that:

- A. Harm or reasonably appear to threaten harm to the health or safety of the student or others, or
- B. Cause or threaten to cause damage to property, or
- C. Disrupt or impede the educational or other activities of the University or School, or
- D. Deviate from a course of action established for the student by the Student Academic Progress Committee, or
- E. Deviate from any conditions attached to the student's return from a Leave of Absence or to conditions attached to disciplinary actions, or conditions established for the student's continuation in the School following evaluation for fitness to participate in the program.

All educational programs of the University are approved by the academic, governmental, and professional agencies which govern each specific area of specialization.

Military Leave from Academic Programs

Rowan-Virtua SOM has established a policy regarding academic credit and tuition and fee refunds for students called to partial or full mobilization for state or federal active duty as a member of the National Guard or a Reserve component of the Armed Forces of the United States.

Students who suspend their enrollment in an academic program in response to a call to active military are provided options in consultation with the Student Affairs Dean or equivalent of the school.

It is the practice of Rowan-Virtua SOM Academic Affairs to provide maximum flexibility allowed to our military students to allow them to engage in military rotations and military obligations, as needed and within reason.

Misconduct in Science

Rowan-Virtua SOM faculty, administration, staff, students and volunteers have an important responsibility to maintain high ethical standards in scientific research that is conducted on University premises by University personnel. These standards, based upon well-established principles of scientific research, include validity, accuracy and honesty in proposing and performing research, in collecting, analyzing and reporting research results, and in reviewing the research of others. Failure to observe these principles results in misconduct in science damages the University's image, the general public trust and the entire scientific community. In addition, University personnel who commit research misconduct breach their obligations to the University.

Patents and Intellectual Property

<https://confluence.rowan.edu/display/POLICY/Intellectual+Property>

Policy for Handling Professionalism Reports

I. PURPOSE

Professionalism is a competency in medical education. We track our student doctors' professionalism in order to notify them when they are not meeting this competency and applaud them when they demonstrate outstanding performance. Rowan-Virtua School of Osteopathic Medicine (Rowan-Virtua SOM) uses an online "Professionalism Reporting Form" for faculty and administrative staff to praise students who have demonstrated exceptional professional behavior

and report specific concerns about lack of professionalism.

This policy establishes procedures for handling professionalism concerns and commendations as reported through the online Rowan-Virtua SOM Professionalism Reporting Form.

II. ACCOUNTABILITY

Under the direction of the Vice Dean the Associate Dean for Student Affairs shall implement processes to ensure compliance with this policy.

III. APPLICABILITY

This policy is applicable to all students of Rowan-Virtua SOM.

IV. REFERENCES

Rowan-Virtua SOM Student Responsibilities, Rights and Disciplinary Procedures
Rowan-Virtua SOM Student Code of Conduct

V. POLICY

1. Handling of Professionalism Commendations

Examples of exemplary behavior include but are not limited to: a student who goes above and beyond their required hours or duties to help a patient in need; a student who remarkably comforts a patient who is dying or listens to a patient who is struggling; a student who gives of his/her own time outside of the curriculum to make a meaningful difference to a stranger, a community, a colleague or a peer; a student who creates a positive work environment through word or action for patients/colleagues/peers.

- a. The Associate Dean for Student Affairs shall send an email congratulating the student on the commendation including specific details.
- b. The Associate Dean for Student Affairs shall send an email to the Vice and the Chairperson of the Department submitting the report notifying them of the commendation including specific details.
- c. The commendation will be mentioned in the student's MSPE.

2. Handling of Professionalism Concern Reports -"Lower Level Violations":

Examples of "Lower Level Violations" include but are not limited to: unexcused absences, lateness, unprofessional attire, not returning emails from faculty, administrators or administrative staff, minor violations of the exam administration policy, noncompliance with student health requirements, not completing required compliance training, not completing required attestations or other curricular documents/evaluations by the listed deadline.

- a. 1st Report (occurring at any time across all 4 years) - Meet with the Associate Dean for Student Affairs to discuss the violation, receive counselling and obtain formative feedback. This is not reported to any agency, post-UME employer, or residency program and there will be no mention in the MSPE.
- b. 2nd Report – (occurring at any time across all 4 years) - Meet with the Associate Dean for Student Affairs to discuss the violation, obtain formative feedback and receive a verbal warning. This is not reported to any agency, post-UME employer, or residency program and there will be no mention in the MSPE. The student will be reviewed by the Student Evaluation of Performance (STEP) Committee and may be required to appear before the Student Academic Progress Committee (SAPC).
- c. 3rd Report
 - i. Where all 3 reports occur within a 12-month period - Meet with the Associate Dean for Student Affairs to discuss the violation, obtain formative feedback and receive a Public Letter of Reprimand about all three reports. The Letter of Reprimand will be retained within the student's permanent record with the Registrar, may be reported to any agency, employer or residency program and will be mentioned in the

- student's MSPE. The student will be reviewed by the STEP Committee and may be required to appear before the SAPC.
- ii. Where all 3 reports occur over a period of 13 or more months - Meet with the Associate Dean for Student Affairs to discuss the violation, obtain formative feedback and receive a Private Letter of Admonishment. This is not reported to any agency, employer or residency program and there will be no mention in the MSPE. The student will be reviewed by the STEP Committee and may be required to appear before the SAPC.
 - d. 4 reports (across any time frame) - Meet with the Associate Dean for Student Affairs to discuss the violation, obtain formative feedback and receive a Public Letter of Reprimand about all four reports. The Letter of Reprimand will be retained within the student's permanent record with the Registrar, may be reported to any agency, employer or residency program and will be mentioned in the student's MSPE. The student will be reviewed by the STEP Committee and will be required to appear before the SAPC.
 - e. 5 or more reports (across any time frame) - Meeting with the Associate Dean for Student Affairs to discuss the violation and obtain formative feedback. The student will be referred to the Rowan-Virtua SOM Hearing Board for a disciplinary hearing for additional formal disciplinary action including suspension or dismissal. A record of all violations, the hearing and the disciplinary consequence will be retained within the student's permanent record with the Registrar. All concern reports are mentioned in the student's MSPE. The student will be reviewed by the STEP Committee and will be required to appear before the SAPC.
3. Handling of Professionalism Concern Reports - "Higher Level Violations":
Examples of "Higher Level Violations" include but are not limited to cheating, plagiarism, assault, threatening behavior, harassment, sexual harassment, bullying, intimidation, theft, fraud or other serious violation of the Rowan-Virtua SOM Student Code of Conduct
- a. Each violation will be reviewed with the Dean of Rowan-Virtua SOM by the Associate Dean for Student Affairs and an official disciplinary action will be brought against the student in accordance with the Student Responsibilities, Rights and Disciplinary Procedures Policy. In accordance with this policy, the Dean may choose to resolve the matter informally or refer the matter to the Rowan-Virtua SOM Disciplinary Hearing Board for a disciplinary hearing to determine the final outcome.
 - b. As directed by the final outcome of the disciplinary action, any single higher level violation may or may not be retained within the student's permanent record with the Registrar and may or may not be mentioned in the student's MSPE. The student will be reviewed by the STEP Committee and may be required to appear before the SAPC.

Preferred Names

<https://confluence.rowan.edu/display/POLICY/Preferred+Name+Policy>

Protection of Minors

<https://confluence.rowan.edu/display/POLICY/Protection+of+Minors>

Research Ombudspersons

Research Ombudspersons at Rowan-Virtua SOM are senior faculty members with extensive research experience and stature within the research community who are designated by their Deans to hear problems, concerns, complaints, disputes and questions from any individual concerning research activities, and to act in a neutral and confidential role to help achieve equitable and acceptable solutions. The Research Ombudsperson has the support of his / her Dean and the University's Office of Academic Affairs and can approach any individual within the University in search of solutions. He / she does not

represent either the individual or the school or University, but impartially considers the interest of all parties. Solutions are achieved by recommendations to the party or parties, not decisions or actions by the ombudsperson.

The Research Ombudsperson at Rowan-Virtua SOM is:

T. Peter Stein, PhD, Professor, Department of Surgery

Two Medical Center Drive Science Center, Suite 106, Stratford, New Jersey 08084 Phone:
(856) 566-6036; E-mail: tpstein@rowan.edu

Sexual Misconduct and Harassment Policy

<https://confluence.rowan.edu/display/POLICY/Student+Sexual+Misconduct+and+Harassment+Policy>

Student members of the University community have the right to access and benefit from the educational and other programs and services of the University free from any form of sexual violence, harassment or exploitation. Rowan University does not tolerate sexual misconduct or harassment of any kind. This policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. All members of the community are expected to conduct themselves in a manner that does not infringe upon the rights of others. This policy applies to complaints alleging sexual misconduct or harassment carried out by students and visitors.

Complaints against Rowan’s employees and vendors will be handled under the Employee Sexual Misconduct and Harassment Policy, which incorporates the New Jersey Policy Prohibiting Discrimination in the Workplace. Questions regarding this policy should be directed to Monise Princilus, Ed.S. Rowan’s Title IX Coordinator, at 856-256-5440.

Reporting Sexual Assault or Harassment (Title IX)

<https://sites.rowan.edu/diversity-equity-inclusion/departments/osec/titleix/ix-reporting.html>

Students who experience sexual misconduct and those who have knowledge of sexual misconduct or harassment are strongly encouraged to report this information as soon as possible. Prompt reporting of incidents greatly improves the ability of the University and law enforcement to provide support resources to students and to address the violations effectively. Although there is no time limit for reporting sexual harassment or misconduct offences, delays in reporting may reduce the ability of the University and law enforcement to investigate and respond to incidents. After an incident of sexual assault and domestic violence, the student should consider seeking medical attention as soon as possible. In New Jersey, evidence may be collected even if you chose not to make a report to law enforcement.

Reporting to Law Enforcement

1. Where criminal behavior is involved, the University encourages, and will assist students with, reporting to law enforcement. However, students have the right to decline notifying law enforcement. For criminal offenses that occur on the University campus, students should immediately contact Rowan Public Safety, 856-256-4911. Rowan Public Safety can assist students in contacting and filing a complaint with any other agency when the incident did not occur on campus.

Glassboro campus - Glassboro Police Department, 1 South Main Street, Glassboro, NJ

856-881- 1500 <http://www.glassboropd.org/>

Camden campuses - Camden County Metro Police, 800 Federal Street, Camden, NJ

856-757- 7440 <http://camdencountypd.org/>

Rowan-Virtua SOM campus – Stratford Police Department, 315 Union Ave.,

Stratford, NJ 856-783- 8616 <https://som.rowan.edu/oursom/campus/safety.html>

2. LGBTQ (Lesbian, Gay, Bisexual, Transgender and Queer) students should know that every Rowan Public Safety Officer will assist them should they choose to report sexual misconduct. However, a LGBTQ student could speak directly with the Rowan University LGBTQ police liaison, Sgt. Rachel

Baum.

3. Behavior that constitutes a violation of this policy may also be a crime under the laws of the State of New Jersey. The state defines the following criminal behavior:

- Sexual assault
- Domestic and dating violence N.J.S.A.
- Stalking
- Consent in relation to sexual activity

Reporting to the University

1. A student may choose to report to the University before they have made a decision about whether or not to report to law enforcement. A student has the right to file a criminal complaint and a Title IX complaint simultaneously.
2. Once a report has been received, the University will provide written notification to students about existing counseling, health, mental health, student advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services that are available at Rowan and in the surrounding communities. For more information on these services please see click [here](#) or visit rowan.edu/equity/titleix.
3. Complaints of sexual misconduct or harassment may be made to any of the following University administrators:

Title IX Coordinator:

Monise Princilus, Ed.S.

Office of Equity and Diversity, 256 Bunce Hall

856-256-5831; princilus@rowan.edu

Responsibilities: Monitoring and oversight of overall implementation of Title IX compliance at Rowan University. The Title IX Coordinator should be contacted for all complaints against faculty, staff, and visitors including those complaints filed by students.

Dr. Penny McPherson-Myers, Vice President for Diversity, Equity and Inclusion

345 Savitz Hall, 856-256-4086, mcphersonp@rowan.edu

Mr. Kevin Koett, Associate Vice President for Student Life/Dean of Students

Savitz Hall, 856-256-4283, koett@rowan.edu

Mr. Travis Douglas, Assistant Vice President for Residential Learning and Inclusion Programs

Deputy Coordinator for LGBTQ students

Savitz Ground Floor

856-256-4266, douglast@rowan.edu

Responsibilities: Compliance for matters involving students, including training, education, communication and administration of grievance procedures for all complaints against students; facilitates interim measures including no-contact directives, housing accommodations, and interim suspensions.

Title IX Deputy Coordinator for Athletics:

Ms. Penny Kempf, Associate Athletic Director

Deputy Coordinator for LGBTQ students

Athletics Office, Esby Gym

856-256-4679, kempf@rowan.edu

Title IX Deputy Coordinator for Cooper Medical School of Rowan University:

Dr. Marion Lombardi, Chief Student Affairs Officer

Room 366, CMSRU Medical Education Building, Camden, NJ

856-361-2850, lombardim@rowan.edu

Title IX Deputy Coordinator for Rowan-Virtua School of Osteopathic Medicine:

Ms. Paula Watkins, Assistant Dean for Admissions
1 Medical Center Drive, Stratford, NJ 08084
856-566-7050, fennerpa@rowan.edu

Title IX Deputy Coordinator for Graduate School of Biomedical Sciences:

Dr. Diane Worrada, Director
2 East Laurel Road, UDP, Suite 2200, Stratford, NJ
856-566-6282, worrada@rowan.edu

Title IX Deputy Coordinator for Graduate Medical Education:

Mr. Chuck Tucker, Director
113 Laurel Road, Stratford, NJ 08084
856-566-2742, ctucker@rowan.edu

Other Reporting Options

Students may file a claim with the [Office of Civil Rights, U.S. Department of Education](#).
New Jersey, New York, Puerto Rico, Virgin Islands Office for Civil Rights
New York Office U.S. Department of Education
32 Old Slip, 26th Floor, New York, NY 10005-2500
Telephone: 646-428-3800 - Fax: 646-428-3843 - E-mail: OCR.NewYork@ed.gov

For complaints in which an employee is involved, in addition to filing a complaint with the University's Office of Equity and Diversity, victims have the right to file a complaint with the New Jersey Division of Civil Rights or the U.S. Equal Employment Opportunity Commission. A copy of the New Jersey Policy Prohibiting Discrimination in the Workplace and the corresponding Model Procedures is available in the Office of Equity and Diversity or at the website: www.rowan.edu/equity.

If You Are the Victim of Sexual Violence

There is never an excuse for using force, intimidation, or drugs/alcohol to induce someone to perform sexual acts of any kind. If you (or someone you know) have been the victim of sexual violence, on or off-campus, help is available, immediately and in the long-term. You are not alone – there are many sources of confidential help, and Rowan-Virtua SOM is committed to helping you secure the assistance you need.

Regardless of whether you wish to file a police report, it is important to seek medical assistance as soon as possible to receive preventive medication for possible sexually transmitted diseases and be eligible to receive emergency contraception.

GET IMMEDIATE HELP

Get to a safe place as soon as you can.

If the assault has taken place recently, and you are able to do so comfortably, avoid the following activities before deciding whether you will participate in a forensic medical exam: eating or drinking, bathing, showering, douching, using the bathroom, or changing your clothes.

Contact Public Safety or the local police: **FOR A TRUE EMERGENCY: 911**

For a non-emergency (locked keys in car, etc.) 856-256-4922

Public Safety Department

<http://www.rowan.edu/safety/>

Other Resources for Immediate Help:

- State-wide Sexual Assault Toll Free Hotline (800) 601-7200 – or online at <http://www.njcasa.org/>
- Sexual Violence Programs in NJ, by county <http://www.state.nj.us/dcf/news/publications/index.html>

KNOW YOUR RIGHTS

Notifying the police does not require you to pursue criminal prosecution or Rowan-Virtua SOM disciplinary action. Your rights include:

- Contacting Public Safety to file criminal charges or report any issue regarding physical security, or contacting local police; and, or;
- Filing civil charges through the courts; and, or;
- Independent of filing criminal or civil charges, pursuing charges through University policies (see below), if the alleged assailant is part of the Rowan-Virtua SOM community.
- Deciding to file no charges;
- Rights as outlined in the Campus Sexual Assault Bill of Rights (see below).
- Contacting the University's Title IX Coordinator who is responsible for overseeing complaints regarding sexual assault. Contacts:

Monise Princilus Title IX Coordinator
856-256-5440, princilus@rowan.edu

Brandy Bennett
856-256-5831, bennettb@rowan.edu

Margie Viggiano Supervisory Program Coordinator
856-256-4294, viggianom@rowan.edu

Christy Mroz Administrative Assistant
856-256-5494, mroz@rowan.edu

Paula Watkins, Assistant Dean for Admissions
Deputy Title IX Coordinator, Stratford Campus Rowan-Virtua SOM
856-566-7050, fennerpa@rowan.edu

University Policies:

New Jersey State Policy Prohibiting Discrimination in the Workplace,
<http://www.rowan.edu/equity/pdfs/StatePolicy2007.pdf>

Other Things You Should Know:

- Note that the University will investigate allegations of sexual harassment, and take appropriate action, even if you do not wish to pursue action through the University's disciplinary process; the University's response, however, may be hindered by your wishes, if any, for anonymity and/or inaction.
- The University will make every effort to stop sexual harassment, remedy the harassment and prevent recurrence. To achieve this, you may request changes in your academic schedule and housing; such changes will be designed, whenever possible, to minimize the burden on your educational program. In certain cases, due to curricular constraints, remedies such as separate classes or classrooms may not be possible.

- The University will issue, in writing, a “no contact” order to all parties to an alleged sexual assault promptly after receiving notice of a complaint.
- The University recognizes that sex-based cyber-harassment is a form of sexual harassment and individuals have the right to be free of such harassment within the University and report these incidents to School and University officials.

Harassment, Bullying or Discrimination Policy

Rowan University is committed to providing every Rowan University student with a work and educational environment free from prohibited discrimination, harassment and retaliation. We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, ethnicity, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, veteran status and other protected categories.

Reporting Options

If you feel you or someone you know is a victim of discrimination, harassment or retaliation on the basis of any of the protected categories such as disability, gender identity and expression, national origin, race or ethnicity, religion, sex, sexual orientation, age, color, veteran status, genetic information and other characteristics prohibited by law, do not hesitate to file a report.

The electronic Title IX reporting form can be completed by either victims of discrimination, harassment and retaliation or witnesses to them. Please include as much information as possible. All reports will be kept confidential to the extent possible. Students who file a report are required to cooperate with the investigation/review, including but not limited to, attending meetings, being forthright and honest during the process and keeping confidential the existence and details of the investigation/review.

<https://confluence.rowan.edu/display/POLICY/Policy+Prohibiting+Discrimination+in+the+Workplace+and+Educational+Environment>

File a report over the phone: Call (856) 256-5830

To file a report anonymously, call the 24-hour Alert Line at (855) 431-9967

For emergency reports: Call Rowan University Department of Public Safety at (856) 256-4922

Social Media Policy

<https://confluence.rowan.edu/display/POLICY/Social+Media+Policy>

Student Responsibilities, Rights and Disciplinary Procedures

<https://confluence.rowan.edu/display/POLICY/Medical+Schools>

A. Student Responsibilities

1. Rowan-Virtua SOM students have the following responsibilities:
 - a. As U.S. citizens, residents or visitors: the responsibility to be aware of and to abide by all applicable Federal, state and local civil and criminal laws and regulations;
 - b. As students at Rowan-Virtua SOM: the responsibility to be aware of and to abide by all applicable University and School policies, rules, procedures and standards, both general and academic; and the responsibility for personal and professional integrity and honesty;
 - c. As future health care professionals and/or biomedical scientists holding a public trust: the responsibility to adhere to all generally recognized standards of professional and ethical conduct; and the responsibility to help ensure that high standards of

professional and ethical conduct are upheld by fellow students, colleagues and peers by reporting incidents of academic and professional dishonesty observed in others;

d. As members of the Rowan-Virtua SOM community: the responsibility to comply with the Rowan-Virtua SOM Student Code of Conduct.

2. Rowan-Virtua SOM maintains a Student Code of Conduct which sets forth general principles of integrity and honesty as well as ethical and professional expectations for behavior. This Code shall be distributed to students upon enrollment, incorporated into student handbooks and/or other appropriate student materials, and discussed with students during their course of study. Violations of the Code may be considered a failure to adhere to the academic standards of the School.

B. Student Rights

1. Students at Rowan-Virtua SOM have the following rights: the academic freedom to examine and discuss all questions of relevance and to express opinions publicly and privately; the right to be informed of and to participate, when invited, in the formulation and implementation of appropriate policies and procedures affecting student affairs, and to express views about policies and issues of student interest; the right to form associations to promote common interests; the right to be apprised of criteria for academic evaluation, advancement and graduation; all rights and protections mandated by applicable Federal and state constitutions, laws and regulations; and the right to seek redress of grievances and have complaints heard.
2. Rowan-Virtua SOM shall have and shall publicize policies, procedures and standards ensuring that its students can exercise the above rights.

C. Academic Performance

1. The faculty have the duty and authority to establish academic standards and rules, including standards for examinations, grading, academic standing, attendance, promotion, dismissal, and requirements for degrees and certificates. These academic standards and rules shall be set forth in the Student Handbook.
2. All actions relating to student academic performance shall be governed by appropriate academic policies and procedures.
3. Action may be taken to address a student's ability to fulfill the Essential Functions required for participation in the Rowan-Virtua SOM curriculum.

D. Disciplinary Infractions

The following are actionable under this policy's student disciplinary procedures, and may also subject the student to action by the School concerning academic or research misconduct whether occurring on campus or off campus:

1. infractions of Federal, state or local civil or criminal laws and regulations; and
2. infractions of University or School policies, procedures, rules and standards; and
3. infractions of professional and academic codes of honor or standards of behavior; and
4. "harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function or off school that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:
 - a. a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or

damage to his property; or

b. has the effect of insulting or demeaning any student or group of students; or

c. creates a hostile environment for the student by interfering with a student's education or by severely/pervasively causing physical or emotional harm to the student; or

d. infringes on the rights of the student at the University; and

[Reprinted in part from the New Jersey Anti-Bullying Bill of Rights Act (*N.J.S.A. 18A:37-13 et seq.*)]

5. acts of sexual harassment, including sexual violence or sexual coercion, whether or not the acts are the subject of civil or criminal action; physical sexual acts perpetrated against a person's will or when a person is incapable of giving consent (see Rowan University's Student Sexual Misconduct and Harassment Policy); and

6. stealing or other unethical means of acquiring materials and documents; and

7. forging of any material or document; and

8. falsification or fabrication of any document or data; and

9. plagiarism; and

10. preventing or interfering with other students in the fulfillment of their academic assignments; and

11. cheating; and

12. conduct that causes a material and substantial disruption to the educational mission of the School or an individual's work or study.

E. Disciplinary Procedural Requirements

Due process refers to an individual's right to be adequately notified of charges or proceedings against the individual and the opportunity to respond to these actions. The Rowan-Virtua SOM disciplinary procedures set forth herein are the exclusive means of review of disciplinary actions within the Rowan-Virtua School of Osteopathic Medicine. There are four components to the disciplinary review process: (1) the accused is informed of the complaint; (2) the accused makes a presentation to the Hearing Board; (3) the Hearing Board, through a careful and deliberate decision-making process, provides recommendations to the Dean of the School of Osteopathic Medicine; and (4) the Dean of the School of Osteopathic Medicine, following review of the record and/or consultation as necessary with the accused, the complainant, or members of the Hearing Board, shall render a final decision on the disciplinary action to be taken.

1. A request for a disciplinary action against a student may be made in writing to the Dean of the School of Osteopathic Medicine, the Vice Dean or the Associate Dean for Student Affairs by any student, faculty member or administrative officer within thirty (30) working days of an alleged infraction or the discovery of an infraction.

2. The Dean of the School of Osteopathic Medicine or their designee may choose to informally resolve the matter with the accused student, except in cases involving allegations of sexual violence or sexual coercion, which are not permitted to be resolved informally but must be forwarded by the Dean of the School of Osteopathic Medicine to the Campus Hearing Board (herein referred to as the "Hearing Board"). A complainant alleging sexual harassment will not be required to meet in person with the accused at any time.

3. If the Dean of the School of Osteopathic Medicine or their designee concludes that the matter cannot or should not be resolved informally, it shall be referred to the Hearing Board within ten (10) working days of the decision that the matter cannot or should not be resolved informally. At the Dean of the School of Osteopathic Medicine's discretion, the awarding of a degree or certificate may be delayed pending the outcome of the disciplinary procedure.

4. The accused shall receive written notice of the complaint and of the time, date and place of the hearing, which shall commence within fifteen (15) working days of receipt of a request

from the Dean of the School of Osteopathic Medicine or their designee.

5. The Hearing Board shall convene to hear the complaint and make recommendations for action to the Dean of the School of Osteopathic Medicine.

6. The Hearing Board shall be an established committee with members appointed by the Dean of the School of Osteopathic Medicine. The Hearing Board at each hearing must consist of at least three (3) members, who may be faculty, administrators or students, or any combination thereof, who are not directly involved in the matter to be considered. Students will not participate in any hearings involving Title IX complaints.

7. Any participant may call witnesses who can provide testimony relevant to the complaint. Character witnesses are generally considered not relevant. The accused student's education records, as defined by the Family Educational Rights and Privacy Act, may be examined and considered by the Hearing Board. Relevant materials may be presented by any participant. The Chair of the Hearing Board has final determination on the relevance of any witness or submissions.

8. The Chair of the Hearing Board may at any time request submission of documents or an appearance by anyone involved in the matter and may conduct as many hearing sessions as necessary to complete its consideration of the complaint, within the time period designated in this procedure. The Chair of the Hearing Board may also request submission of information concerning other disciplinary actions taken by the School against any student, to assist the Hearing Board's deliberations.

9. Students may consult private legal counsel at any time for advice. Students or legal counsel may submit to the Hearing Board any documents or other evidence relevant to the matter at any time prior to the conclusion of the hearing. Legal counsel shall not be permitted to appear at the proceedings of the Hearing Board but may be present outside the hearing room to consult with the student, at the student's request. Students may be accompanied by a non-attorney advocate during the hearing to consult privately with the student and, at the student's request, to present a final statement on the student's behalf. No other participation by the advocate is permitted.

10. The burden of proof shall rest with the complainant. The standard of proof shall be the preponderance of the evidence standard (*i.e.*, it is more likely than not that the offense occurred).

11. The Chair of the Hearing Board shall rule on all procedural matters in accordance with this policy, with the procedural rules of the School, and with generally accepted terms of academic fairness. Whenever necessary, the Chair may seek the advice of the Associate Dean for Student Affairs and/or the Office of General Counsel in procedural matters.

12. Hearing Board procedures shall, at a minimum, ensure:

a. that all allegations be fully heard and considered by the Hearing Board, whether or not the accused student admits committing the offense;

b. that witnesses designated by the complainant, the accused, the School administration or the Hearing Board be heard, and that the accused be permitted to be present during testimony. The Hearing Board may request the presence of the complainant during the testimony of other witnesses, in whole or in part. In addition, administrative staff may be present during the Hearing Board proceedings to provide assistance to the Hearing Board;

c. that subject to protections provided by FERPA, both the complainant and the accused be afforded similar and timely access to any information that is considered by the Hearing Board;

d. that testimony during the hearing shall be recorded, excluding all deliberations by the Hearing Board. An accused student may request in advance that the School

employ a court stenographer during the hearing, at the student's own expense, and obtain a copy of the recording or a transcript at their own expense;

e. that the Hearing Board complete its hearing procedures within forty (40) working days of the commencement of the hearing, and submit to the Dean of the School of Osteopathic Medicine, with copies to the complainant and to the accused within ten (10) working days thereafter, a written summary including the Hearing Board's findings of fact, determinations and recommendations;

f. that the recommendations of the Hearing Board may consist of any or no disciplinary action, based upon: the factual findings; the severity of the infraction; the accused student's education records at the School; any relevant mitigating circumstances; and any other relevant policies or codes of the School; and

g. that the Hearing Board recommendations are supported by no less than a majority vote of the members hearing the matter.

13. Examples of possible disciplinary actions include, but are not limited to:

a. Dismissal of charges: dismissal of the complaint and removal of the complaint from University records;

b. Reprimand: an oral or written statement by the Dean or their designee to the student involved;

c. Probation: a specific period of time during which conditions may be placed on the student's enrollment, and the student's academic achievement and/or conduct monitored by the School;

d. Suspension: a specific period during which the student is barred from enrollment;

e. Dismissal: severing of the affiliation between the student and the School;

f. Withholding of degree or certificate: temporary or permanent withholding of degree or certificate; and

g. Degree or certificate revocation.

14. All notices and correspondence to an accused student shall be sent certified mail, return receipt requested, or by another method providing confirmation of delivery, and such receipts or confirmations shall be retained by the School.

15. The School shall retain all records, notices, correspondence, tapes and transcripts pertaining to any action taken pursuant to this policy for a period of seven (7) years following conclusion of the action.

16. The Office of General Counsel may advise the Hearing Board and any administrative officer on interpretation of this policy and any other legal or procedural question at any time, except that no legal counsel shall be present during the taking of testimony by the Hearing Board.

17. There shall be no action taken to suspend or dismiss a student prior to completion of these disciplinary hearing procedures, unless, in the judgment of the Dean of the School of Osteopathic Medicine or their designee, the continued presence of the student poses a substantial and immediate danger to the welfare or safety of any person or property. The Dean of the School of Osteopathic Medicine may in such cases take action to prevent harm prior to and during the conduct of a hearing; the Hearing Board shall convene as rapidly as possible to render recommendations. A student suspended in this manner shall be given an opportunity to appear personally before the Dean of the School of Osteopathic Medicine or their designee to discuss the alleged misconduct and whether the student's continued presence poses a substantial and immediate danger to himself/herself, to others and/or to property. Alternatively, action may be taken pursuant to the Rowan-Virtua SOM policy entitled "Student Involuntary Leave of Absence or Involuntary Withdrawal."

18. If a complaint alleging a disciplinary infraction during a student's enrollment or other

participation in University activities is submitted after the student has graduated or otherwise terminated the relationship with the University, the complaint may, at the Dean of the School of Osteopathic Medicine's discretion, be submitted to the Hearing Board in accordance with this policy and procedure. Revocation of a degree or certificate may be recommended by the Hearing Board to the Dean of the School of Osteopathic Medicine.

F. Appeals

1. Any party may submit an appeal of the Hearing Board's recommendations to the Dean of the School of Osteopathic Medicine.
2. An appellant must submit any appeal to the Dean of the School of Osteopathic Medicine in writing within five (5) working days of receipt of the Hearing Board's recommendations.
3. The Dean of the School of Osteopathic Medicine may review any education records of involved students, seek information and consult with any other party, including the student, complainant and members of the Hearing Board.
4. Except in extraordinary circumstances, (notice of which shall be provided by the Dean of the School of Osteopathic Medicine to the accused student and the complainant) the Dean of the School of Osteopathic Medicine or their designee shall, within thirty (30) business days of the last submission by any party of an appeal, render a final decision on disciplinary action to be taken and shall provide written copies of the decision to the student, the complainant and Hearing Board members.
5. Within five (5) working days of receipt of the Dean of the School of Osteopathic Medicine's decision, the accused student and, solely in matters alleging sexual harassment, violence or coercion, the complainant may submit a written appeal to the Provost
6. The Provost may, at his or her discretion, review any education records of involved students and seek information and consult with any other party, including the student, complainant, members of the Hearing Board and the Dean of the School of Osteopathic Medicine. Except in extraordinary circumstances, (notice of which shall be provided by the Dean of the School of Osteopathic Medicine to the accused student and the complainant) the Provost shall, within thirty (30) working days, render a non-appealable written decision and shall provide written copies of the decision to the student, the complainant, Hearing Board members and the Dean of the School of Osteopathic Medicine.

G. Permitted Communications and Confidentiality

To promote the safety and/or welfare of a student and/or of others, and to the extent permitted by FERPA and other applicable laws, the School or University officials may, when appropriate, report incidents of disruptive behavior, or other conduct of serious concern, to the student's next of kin and/or to other appropriate School or University officials or health care or counseling providers, or to law enforcement agencies.

Except for such reports and communications made pursuant to this policy, and to the extent permitted by FERPA and other applicable laws, all proceedings and deliberations conducted pursuant to this policy and procedure will be considered confidential and may not be released or disclosed by any participant without permission from all of the involved parties or without valid subpoena or court order.

Students Participating in Educational Activities Outside Rowan-Virtua SOM or Any of its Affiliates

Students who are planning to travel within the United States as part of their professional development at Rowan-Virtua SOM (conferences, missions, presenting research, etc.) must complete a travel waiver with the Office of Student Affairs and Alumni Engagement thirty (30) days prior to travel. International

travelers must consult with the Office of the Registrar a minimum of four (4) months prior to desired travel to complete a multi-step approval process (see policy statement on Registrar's page of this Student Handbook).

Additionally, students must verify their health insurance will provide adequate coverage for any injuries or illnesses experienced while participating in any outside program, not for credit clinical experience and/or travel outside of New Jersey and the US.

Please Note: All Rowan-Virtua SOM students are covered by Global Emergency Services provided by Assist America (part of the MedPlus Advantage Program). This program connects students to doctors, hospitals, pharmacies and other services in the event of a medical emergency while traveling 100 miles or more away from the school or home. Please click on the following link for specific coverage information and membership card for this program in advance of travel:

<https://www.assistamerica.com/Member-Login.aspx> Reference number: 01-AA-STD-5201

Workplace Diversity

<https://sites.rowan.edu/diversity-equity-inclusion/index.html>

Summary of General Grievance and Complaint Policies and Procedures

There are various mechanisms students may use to file and resolve a complaint. For academic, course, or grade complaints, students can follow the steps above. For general complaints (other than Title VI or Title IX complaints), students may contact any of the Assistant / Associate Deans in either Academic Affairs or Student Affairs if they have witnessed or participated in something they believe violates any SOM policies. The Assistant/Associate Dean will take immediate steps to try to resolve the issue by listening to the student, analyzing the facts, applying relevant policies, referring to the appropriate office and/or taking any other immediate action necessary. If a straightforward resolution is not possible, the Assistant/ Associate Dean may set up a meeting with relevant parties to resolve the issue. If this process fails to rectify the issue, the student may file a formal complaint in writing to the Dean.

General complaints may also be reported through the Rowan University Alert Program. An Ethics/Integrity hotline number is provided for students, faculty and staff to report issues and concerns regarding but not limited to unethical behavior, inappropriate conduct, bullying, harassment, and any other violation to Rowan University policies. There is also a website where a student, faculty or staff can report concerns electronically; both reporting mechanisms allow the person reporting to remain anonymous if they so choose.

Rowan University Integrity Line: 1-855-431-9967; Website access: <https://rowan.alertline.com/gcs/overview>

For Title VI discrimination, harassment, or retaliation complaints, students can report using the following form: <https://sites.rowan.edu/diversity-equity-inclusion/departments/osec/titlevi/vi-reporting.html>. This completed form will be sent to the Office of Student Equity and Compliance for further adjudication, advocacy, and support.

Students may report Title IX incidents of sexual misconduct or sexual harassment on this electronic form: https://cm.maxient.com/reportingform.php?RowanUniv&layout_id=17. This completed form is then sent directly to the Title IX Coordinator and may result in the university taking additional action.

For complaints related to a SOM violation of a COCA accreditation standard, students may follow the process described on our website: <https://som.rowan.edu/oursom/leadership/coca.html> and outlined here:

<https://som.rowan.edu/documents/coca-complaints-procedure.pdf0928>