



# Rowan University

## SCHOOL OF OSTEOPATHIC MEDICINE



# STUDENT HANDBOOK

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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, Academic Technology, the Dean's Office, Graduate Medical Education, and Student Financial Aid.

**The Student Handbook is informational only and does not constitute a contract between Rowan University School of Osteopathic Medicine and any student. It may be changed by RowanSOM without prior notice to students. Any rules, regulations, policies, procedures or other representations made herein may be interpreted and applied by RowanSOM to promote fairness and academic excellence, based on the circumstances of each individual situation.**

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

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## ❖ Mission Statement

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

### **RowanSOM Mission, Vision, Essential, Values & Guiding Principles**

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

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

**Mission** - Rowan University 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 RowanSOM 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 healthcare 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 RowanSOM 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 RowanSOM community.
- Increase awareness, outreach and stewardship of RowanSOM, 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 D.O.s, 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. D.O.s 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.

D.O.s 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 D.O.s 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, D.O.s 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.

To learn more about Osteopathic Medicine, visit this free online course developed by RowanSOM students and faculty: <https://www.canvas.net/browse/rowanu/courses/osteopathic-medicine>.

## **Code of Ethics of the American Osteopathic Association (AOA)**

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

### **Section 1**

The physician shall keep in confidence whatever she/he 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 her/his physician. The physician must have complete freedom to choose patients whom she/he 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 her/his 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 she/he withdraws 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 she/he practices. A physician shall designate her/his osteopathic school of practice in all professional uses of her/his 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 she/he believes 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 himself/herself 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 RowanSOM

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**Faculty of RowanSOM 2020-2021**

[https://som.rowan.edu/documents/rowan\\_som\\_faculty.pdf](https://som.rowan.edu/documents/rowan_som_faculty.pdf)

## ❖ Getting to Know Rowan University, RowanSOM, and the Stratford, NJ 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 RowanSOM

The Rowan University 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

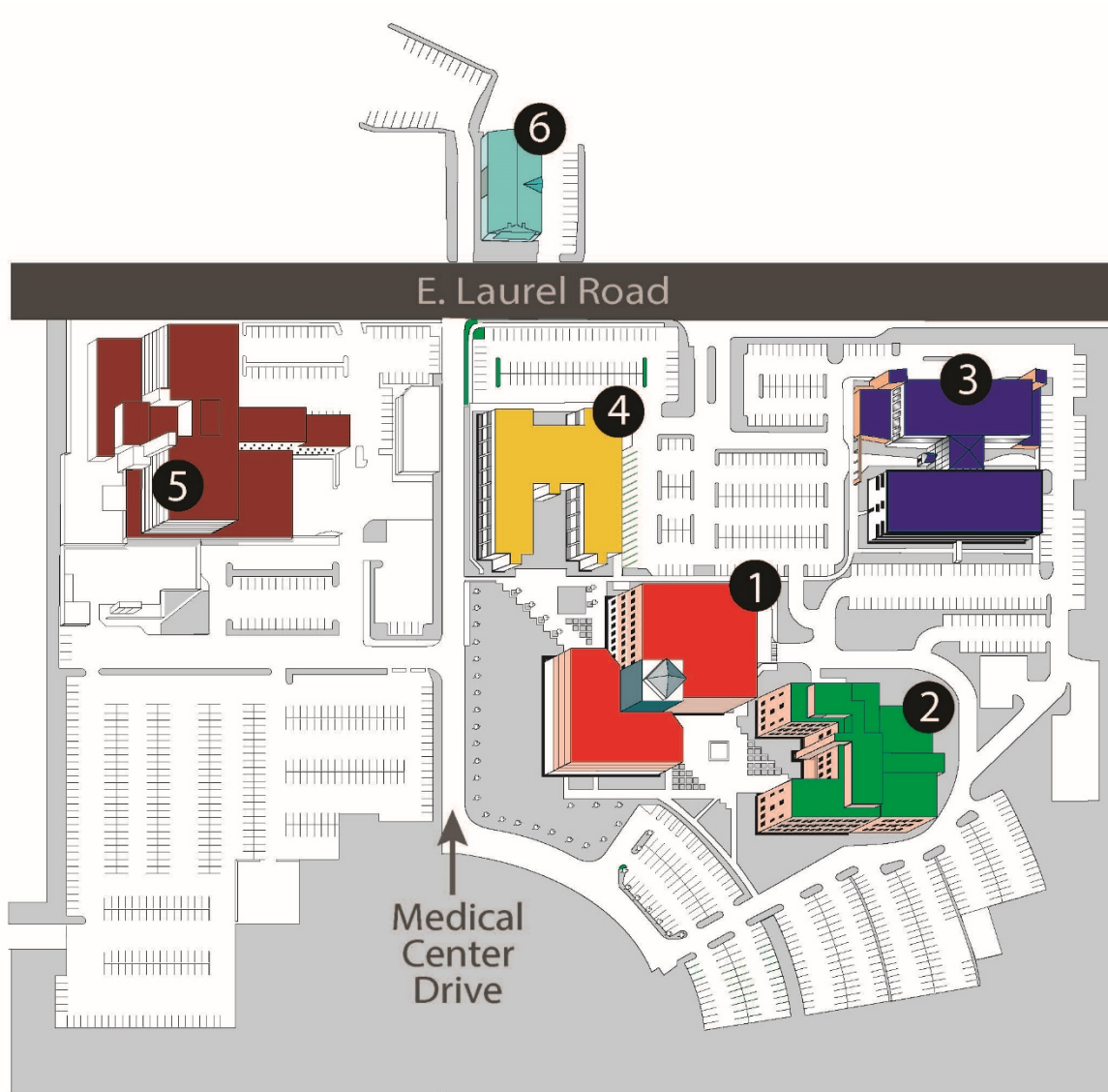
The Rowan University School of Osteopathic Medicine's campus is located in Stratford, New Jersey. A quiet suburban community, Stratford is located 10 miles from downtown Philadelphia, 40 miles from Atlantic City and about 90 miles from Manhattan. Few areas of the country can match the excellent quality of life found in southern New Jersey. Farms and forest areas are interspersed with modern suburban communities. Since its inception in 1977, the RowanSOM 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 RowanSOM Wellness Center (fitness center).

The Science Center (SC), a state-of-the-art facility, contains RowanSOM'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 Admissions office and our Student Financial Aid office.



- |                                 |  |
|---------------------------------|--|
| 1. Academic Center (AC)         | 4. University Education Center (UEC)                 |
| 2. Science Center (SC)          | 5. Jefferson Health, Stratford Campus                |
| 3. Rowan Medicine Building (RM) | 6. 113 E. Laurel Road (Admissions and Financial Aid) |



## Diversity Lounge

The Diversity Lounge is a safe-space environment for our RowanSOM 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.

## RowanSOM Health Sciences Library - <http://www.lib.rowan.edu/som>

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

**Rowan ID badges are to be presented each time you enter the library.**

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 220, which includes study carrels and tables, study rooms, and computer workspaces.

### Borrowing Privileges

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

Most circulating materials may be renewed in person or by phone, 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 RowanSOM's curriculum.

The Library owns multiple copies of required texts for each course, as well as copies of recommended textbooks, DVDs, software and other materials used in the curriculum. Materials in the Reserve collection may be borrowed for two hours for in-Library use. Students may borrow up to two Reserve items for overnight use, from one-half hour before closing until no later than one-half hour after opening on the following day. Overdue fines of \$5.00 per hour are imposed for Reserve materials that are returned late.

Anatomical models and bone boxes are available for use in the library. We also have phone and laptop chargers, headphones, dry erase markers, book stands, ear plugs, colored pens and pencils, standing desks, small and rolling white boards, 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. There is an overdue fine of \$1.00 per day for these resources.

### Information 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 RowanSOM 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 University 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 and laptop computers. Three computers are available in the main Library space and nine additional computers are located in the Library's Computer Room. The Computer Room is open during regular Library hours. In addition, two laptop computers may be borrowed for in-Library use. 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 in the Computer Room during daytime and some evening hours to provide assistance.

## Wireless Network and Laptops

A secure wireless network on campus enables students to take advantage of the convenience of wireless access while in the Library. To connect your device to the wireless network please see the web page: <https://irt.rowan.edu/service-catalog/network/wireless/index.html>

## 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>. Please note library hours on Fridays/Saturdays/Sundays are extended during the academic year as additional staffing becomes available.

## History of Rowan University

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

## History of Rowan University School of Osteopathic Medicine

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

## Housing

RowanSOM 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 RowanSOM campus as follows:

#### Academic Center (AC)

1st Floor lobby near GME

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

## ❖ Applying to RowanSOM

### ADMISSIONS

Paula Watkins, Assistant Dean of Admissions

113 E. Laurel Road, P.O. Box 1011, Stratford, NJ 08084-1501

Telephone: (856) 566-7050 | Fax: (856) 566-6895 | E-Mail: [somadm@rowan.edu](mailto:somadm@rowan.edu)

### Academic Requirements

In order to matriculate at the Rowan University 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.

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

<u>Summary of Undergraduate Courses</u>	<u>Minimum Semester Hours</u>
<u>Behavioral Science</u> - One year in the areas of psychology, sociology, or cultural anthropology is required.	6
<u>Biology</u> - 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
<u>Chemistry</u> - 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
<u>Physics</u> - 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
<u>English</u> - 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
<u>Mathematics</u> - 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 RowanSOM. If verification of grades is needed Admissions Staff will obtain the necessary documentation from the AACOMAS application service.

### 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 RowanSOM students on this day and obtain their advice.

### Application Procedures

Rowan University 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 University 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

Students offered admission to RowanSOM may submit a PBL Supplementary Application. Upon receipt of the application, a subcommittee of the admissions committee will meet to make an assignment to join PBL. After accepted into PBL, changes can only be made if there is another student willing to change from the Traditional Curriculum. After the first week of school, there are no changes allowed. For further information about PBL, or to make arrangements to observe a tutorial session, or to meet PBL students, please contact:

Victor Scali, D.O., Director PBL Program  
Rowan University School of Osteopathic Medicine  
(856) 566-6734 | [scali@rowan.edu](mailto:scali@rowan.edu)

## Combined Degree Programs

### **B.S./D.O. 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. RowanSOM also holds a four plus four articulation agreement with Monmouth University, University of the Sciences, and the University of Delaware. Participants of the Baccalaureate/D.O. 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 B.S./D.O. track does not guarantee acceptance into RowanSOM. For more information, please contact:

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

### **D.O./J.D. 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 D.O./J.D. 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 D.O. and J.D. 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 D.O./J.D. program). For further information, please contact:

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

### **D.O./M.B.A. Program with Rowan University Rohrer College of Business**

The Rowan University 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 (D.O.) and a Master of Business Administration (M.B.A.).

The program allows medical students to complete their D.O. degree and M.B.A. 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 M.B.A. degree program at Rowan University. Students admitted to this program take medical school courses the first two years and may begin taking M.B.A. courses during the summer between first and second year. Students concentrate on the M.B.A. 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 M.B.A. within a seven-year framework.

Students enrolled in the D.O./M.B.A. program will consult with the Director of the M.B.A. 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 D.O. program will be accepted in transfer as the elective portion of the M.B.A. program. For information on admission to the D.O./M.B.A. Program, please contact:

Jennifer Maden, Assistant Dean and Director of Graduate Studies

Rowan University Rohrer College of Business

(856) 256-5220 | [maden@rowan.edu](mailto:maden@rowan.edu)

<https://academics.rowan.edu/business/graduate-programs/mba-programs/mba-do.html>

### **D.O./M.P.H. Program with Rutgers University School of Public Health**

The Doctor of Osteopathic Medicine (D.O.) and Master of Public Health (M.P.H.) program allows medical students to complete their D.O. degree and M.P.H. 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 M.P.H. 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 M.P.H. courses during the summer between first and second year. Between the second and third year, students would concentrate on the M.P.H. 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 M.P.H. within a seven-year framework. For further information, please contact:

Kamal Kornegay

Rutgers University, School of Public Health

(732) 235-4327 | [kamal.kornegay@rutgers.edu](mailto:kamal.kornegay@rutgers.edu)

<https://sph.rutgers.edu/academics/mph-ph.html>

## Dual Degree Programs

### **D.O./Ph.D. Program**

A joint D.O./Ph.D. is offered in conjunction with the Graduate School of Biomedical Sciences at Rowan University. The Departments of Cell Biology 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 University School of Osteopathic Medicine is required prior to acceptance to the D.O./Ph.D. Program.

Students interested in this program are required to participate in the RowanSOM Summer Research Program between Year One and Year Two of the D.O. Program. Application to this program occurs in the fall of Year Two of the D.O. Program. Applications can be found on the GSBS-Stratford website: [http://www.rowan.edu/som/gsbs/academic/dual\\_degree.php](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 D.O. Program. Final acceptance into the D.O./Ph.D. 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](mailto:gsbs-stratford@rowan.edu)



### **D.O./Ph.D. Program with the School of Biomedical Engineering**

A new joint D.O./Ph.D. 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 D.O. 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 D.O. 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 Dept. Head, Department of Biomedical Engineering,  
Henry Rowan College of Engineering of Rowan University  
(856) 256-5353 | [byrnem@rowan.edu](mailto:byrnem@rowan.edu)

### **Commitment to Underrepresented Minority and Economically Disadvantaged Students**

Since its inception, the Admissions Office at the Rowan University School of Osteopathic Medicine has actively recruited medical students from underrepresented and economically disadvantaged backgrounds from both urban and rural areas. These efforts currently rank RowanSOM 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. RowanSOM solicits applications from underrepresented minority groups and the economically disadvantaged without regard to state of residence.

As a result of its recruitment efforts, RowanSOM has a diverse and culturally enriched student body. In addition to the standard financial aid programs, underrepresented minority and financially disadvantaged students are considered for minority and disadvantaged aid, Merit Scholarships and Tuition Grants. As a result of these scholarships and grants, underrepresented minority and economically disadvantaged students 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 Health care 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 (RowanSOM) 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 RowanSOM.

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**

Once a student is accepted to RowanSOM, they must sign a form authorizing RowanSOM to receive a criminal background check performed on them by a consumer reporting agency engaged by RowanSOM 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. Admissions office staff will then enter an electronic request to the consumer reporting agency authorizing the agency to conduct the criminal background check. Students are responsible to pay the criminal background check fee directly to the consumer reporting agency.

RowanSOM may request that the consumer reporting agency conduct background checks on a limited number of applicants in a Select Pool, who have not yet been offered admission, but may be offered conditional admissions just prior to the start of classes. (These students will be required to complete and sign the authorization and disclosure forms authorizing the criminal background check. The results of the background checks on applicants in the Select Pool are not released to RowanSOM unless and until a conditional offer of acceptance is issued. In the event that the applicant is not accepted, RowanSOM will neither receive nor review his/her background check.

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 RowanSOM. 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 his/her 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, Assistant Dean for Student Affairs, the Senior Associate Dean for Academic Affairs and any others deemed appropriate by the Dean. An attorney from the RowanSOM 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. RowanSOM 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 RowanSOM. If the results of the background check(s) are not deemed favorable by RowanSOM, or if information received indicates that the student has provided false or misleading statements, has omitted required information, or in any way 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 RowanSOM, 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 RowanSOM, 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 University School of Osteopathic Medicine is pledged to the admissions and matriculation of qualified candidates. Rowan University and RowanSOM 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 D.O. 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 D.O. 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 D.O. 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 need 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 responsibilities 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 his or her 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 University 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 Teaching and Learning (CTL) 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 Director of Academic Affairs at 856-566-6980. Additional information is also available on the CTL 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 University 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 POTENTIALLY INFECTIOUS BODY FLUIDS	CLINICAL ACTIVITIES, WITH NO RISK OF EXPOSURE TO BLOOD OR POTENTIALLY INFECTIOUS BODY FLUIDS	NO CLINICAL ACTIVITIES BUT RISK OF EXPOSURE TO BLOOD OR POTENTIALLY INFECTIOUS BODY FLUIDS (e.g., in labs or in research)	NO CLINICAL ACTIVITIES AND NO RISK OF EXPOSURE TO BLOOD OR POTENTIALLY INFECTIOUS BODY FLUIDS
<b>Complete history and PE</b>	REQUIRED	REQUIRED	REQUIRED	REQUIRED
<b>Hepatitis B</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
<b>TB testing</b>	REQUIRED	REQUIRED	REQUIRED	REQUIRED
<b>Measles</b> - serologic proof of immunity	REQUIRED	REQUIRED	REQUIRED	REQUIRED
<b>Mumps</b> - serologic proof of immunity	REQUIRED	REQUIRED	REQUIRED	REQUIRED
<b>Rubella</b> - serologic proof of immunity	REQUIRED	REQUIRED	REQUIRED	REQUIRED
<b>Influenza</b> - 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
<b>Varicella</b> - 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
<b>Tetanus-diphtheria-pertussis</b> - 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
<b>Polio</b> - Primary 3-dose series of vaccine or booster dose(s)	RECOMMENDED	RECOMMENDED	RECOMMENDED	RECOMMENDED
<b>Meningococcal meningitis</b> - 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

\*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.**

## 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](http://www.rowan.edu/som/financialaid/publications/stu_aid.htm)

With the exception of military leave, students in RowanSOM 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 Assistant 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 RowanSOM 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) Medical College 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 RowanSOM's Admissions Office is February 1<sup>st</sup> of



the year in which admission is desired.

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

See RowanSOM Residency Statement

<https://som.rowan.edu/documents/in-stateresidencypolicy.pdf>

### Student Body

The total enrollment in the 2020–2021 academic year is 817; of this total, 410 are women and 459 are from minority groups, 130 from underrepresented minority groups, and 701 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 Senior Associate Dean for Academic Affairs and the Assistant 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 RowanSOM, summer course work prior to a second-year transfer or additional course work during the academic year may be necessary to meet the RowanSOM 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 (2<sup>nd</sup>) or third (3<sup>rd</sup>) year class.

#### 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 (3<sup>rd</sup>) 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 RowanSOM 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 RowanSOM

#### 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 3<sup>rd</sup> year)

5. The student has cleared a criminal background check
6. It has been determined by the Senior Associate Dean for Academic Affairs that there is space available in the class in which the student is being considered. The Assistant Dean for Curriculum can make that determination along with Registrar if the Senior Associate Dean for Academic Affairs 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 Senior Associate Dean for Academic Affairs will make a decision regarding the deferment. The Chair of the Admissions Committee will be consulted if the Senior Associate Dean for Academic Affairs is not available.
6. The Applicant may appeal unfavorable decisions to the Senior Associate Dean for Academic Affairs or the Dean if the Senior Associate Dean for Academic Affairs 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, he/she 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	NR
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Each student selected for admission is given notice of favorable action on his/her 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).

NR=Non-refundable

RowanSOM Costs of Attendance/Tuition & Fees for AY 2020-2021 (per academic year):

	<b>NJ Resident</b>	<b>Non-NJ Resident</b>
Tuition	\$41,339.00	\$66,324.00
General Services Fee	\$660.00	\$660.00
Technology Fee (1 <sup>st</sup> year only)	\$331.50	\$331.50
Technology Fee (years 2, 3 & 4)	\$300.00	\$300.00
Medical Kits (1 <sup>st</sup> year only) (AY19-20)	\$1,150.00	\$1,150.00
Computer Fee (1 <sup>st</sup> year only)	\$1,145.00	\$1,145.00
COMLEX/USMLE Question Bank Fees (approximate) (\$638 billed in 2 <sup>nd</sup> year and \$747 billed in 3 <sup>rd</sup> year)	\$1,385.00	\$1,385.00
Health Insurance Fee*(AY20-21)	\$6,141.00	\$6,141.00
Disability Insurance Fee	\$56.00	\$56.00
Graduation Application Fee (4 <sup>th</sup> year only)	\$65.00	\$65.00
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 AY20-21 is \$6141. Automatic enrollment in the student health plan offered through the University or completion of the online waiver indicating comparable coverage through an approved plan. <http://www.firststudent.com/>

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

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

## ❖ Curriculum

### Medical Education at RowanSOM

The Rowan University School of Osteopathic Medicine (RowanSOM) 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.

RowanSOM engaged in a Curriculum Renewal and implemented the Tensegrity Curriculum, 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. 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, presently utilized in the curriculum, is student-directed learning in small groups based on cases written by and facilitated by faculty members.

This curriculum decreases the classroom time for first and second year 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

RowanSOM 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 clerkships years. The Tensegrity Curriculum implemented in 2019 applies to the Class of 2023 and subsequent classes.

### Overview of the Track Formats

#### The Synergistic Guided Learning (SGL) Track at RowanSOM

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 sciences 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 RowanSOM

The Problem-Based Learning track (PBL) is a curricular track available to a limited number of students annually. The PBL was established to meet the needs of those applicants who find problem-based learning an attractive option. 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” 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 seven to eight with a trained faculty facilitator. Patient cases, presented in a carefully designed format, serve as stimuli for learning. Students also encounter standardized patients, persons trained to simulate an actual patient problem, who aid in the acquisition and development of clinical and interpersonal skills. Patient problems in all formats 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.

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 tutor facilitates students’ access to their own prior knowledge as well as their identification of the limitations of their knowledge. The tutor 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 tutorial 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, the PBL is not an independent study curriculum. Each student works as a member of the tutorial group and the group works together in resolving patient problems. As a result, teamwork is an essential ingredient in problem-based learning. The PBL 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 new pre-clerkship curriculum for both the SGL and PBL tracks is comprised of:

- System blocks
- Intersessions
- Osteopathic Clinical Skills (OCS)
- Longitudinal courses

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

RowanSOM'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. 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 Problem-Based Learning (PBL) is valued by its students and facilitators for its independent learning format. In the new curriculum, PBL students will continue with the double-pass systems-based model, which will allow them to develop learning issues including both the basic and clinical sciences over two 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

### Intersessions

Both the SGL and PBL tracks will participate in intersessions. These will occur every few months throughout the pre-clerkship curriculum. There are 4 intersessions in the first 2 years as well as an intensive foundations week for medical scholarship. The intersessions are:

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

### Osteopathic Clinical Skills I and II

Osteopathic Clinical Skills is a restructuring and expansion of core content. It 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 SGL track and another version for the PBL track) for best integration.

### Longitudinal Courses

Two new courses 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 is an enhancement of a long-standing course in place to meet our mission of producing culturally competent doctors and providing care to the underserved. Both the SGL and PBL tracks will participate in CSLL. 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.

#### Medical Scholarship I - IV

This is an enhancement of our current curriculum intended to better meet COCA Standard 8, Element 8.2 providing students with training in research methods. This will be a longitudinal curriculum dedicated to the fundamentals of research in medicine, evidence-based practice and quality

improvement. Both the SGL and PBL tracks will participate in this curriculum. The course includes didactics on biostatistics, epidemiology, research design and implementation. It will also introduce compliance training, research communication, and scholarly presentation. It will culminate in a required scholarly work.

### **Evaluation**

Students are evaluated on the basis of written examinations, laboratory exercises, performance in the standardized patient laboratory, 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 RowanSOM'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 nine primarily organ-based units; five units. They proceed in the following order:

#### **Year One**

- Pulmonology I
- Cardiology and Nephrology I
- Gastroenterology I
- Endocrinology I
- Neuroscience and Behavior I
- Immunology I

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/Immunology II
- Cardiology/Nephrology/Respiratory II
- Gastroenterology/Endocrinology/Reproduction
- Neuroscience/Musculoskeletal System/Psychiatry

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. PBLC includes OMM and clinical skills training designed to integrate with the PBL cases.



## Synergistic Guided Learning Track

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

### Year 1 BLOCKS

- Integrated Regional Anatomy
- Biomedical Foundations
- Rheumatology & Dermatology
- Brain & Behavior
- Cardiology

### Year 2 BLOCKS

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

**Years Three and Four are identical for both the PBL and SGL Curriculum students.**

	3 <sup>rd</sup> Year (Weeks)	4 <sup>th</sup> Year (Weeks)	Course/Clerkship
Cardiology or Pulmonology.....	4		
*Community Service Learning .....	2		
*Family Medicine .....	8		
*General Internal Medicine .....	6		
*Geriatrics .....	4		
*Neuromuscular Medicine and Pain Management .....	2		
*Obstetrics and Gynecology .....	4		
*Osteopathic Manipulative Medicine.....	2		
*Psychiatry .....	4		
*Pediatrics.....	4		
*Surgery/Anesthesiology .....	6		
Elective .....	2		
<b>Total Weeks of Instruction</b>	<b>48</b>		
Cardiology, Pulmonology and/or Intensive Care .....	4		
*Emergency Medicine.....	4		
Subspecialty .....	4		
Electives .....	18		
Medical Humanities .....	throughout Year Four		
<b>Total Weeks of Instruction</b>		<b>30</b>	
* Core Rotations			

### **Integration of Basic Science, Clinical Medicine and OMM**

The curriculum strives to integrate basic science and clinical medicine. The practice-based learning objectives and the practice-based learning competency, personal communication and systems-based

practice are integrated throughout the year.

Instruction in 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 in year 3 for students in the Legacy curriculum and at the end of year 2 for the Tensegrity curriculum (Class of 2023 and subsequent years). 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 third-year rotations. Because a large percentage of our faculty are D.O.s, 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-Our Lady of Lourdes Medical Center in Camden; Inspira Health Network in Vineland, NJ; CarePoint Health in Jersey City and Bayonne; Atlantic Health System in Morristown and Summit, NJ; Meridian Health in Brick and Manahawkin, NJ; AtlantiCare in Atlantic City, NJ; CentraState in Freehold, NJ and other instructional sites in the region.

Currently, third-year students spend time in seven 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 four electives in the fourth year. The student is given patient-care responsibilities on each service through which he/she rotates. 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 Course Descriptions**

### **CBIO 6100M - Integrated Regional Anatomy**

James White, Ph.D. Block Director

The Integrated Regional Anatomy course takes a regional approach in studying the structure of the human body. This approach offers the advantage of understanding how different systems are organized in the major regions of the human body.

Students will begin to use anatomical terminology and the language of medicine in communication with their peers and faculty. It is hoped that the process of learning human anatomy through dissection labs and lectures will help students gain respect for the patient and the patient's family and the wonder of human life, as well as an appreciation of the importance of teamwork.

The course begins with a regional focus on the thorax, moving into the abdomen, pelvis and perineum and then followed by neuroscience-integrated modules, the integrated back, and limbs and lastly, the head and neck. The topics and learning experiences are organized to foster integration of basic science concepts and to facilitate learning.

### **MBIO 6200M - Biomedical Foundations**

Jennifer Fischer, Ph.D. Block Director

The goal of this block is to provide students with a fundamental understanding of the biochemical basics of life processes on a molecular level. This block introduces students to basic concepts of biochemistry, immunology, microbiology and infectious disease. It begins with a foundational introduction to biochemistry, and moves on to focus on the immune system and its involvement in health and disease. Next, the microbiology unit provides an overview of the basic biology of microbial pathogens and the mechanisms by which microbes cause disease. It also introduces clinical presentation, diagnosis, prevalence and prevention of infectious diseases.

### **MED 6300M - Rheumatology and Dermatology**

Michael Guma, M.D. 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 - Brain and Behavior**

Rachel Shmuts, D.O. Block Director

The Brain and Behavior Block is a combination of neuroscience, neurology, psychiatry, and pain management, providing students with a broad-based education in these areas. Content will cycle through the normal structure and function of the neurological system 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**

John Hamaty, D.O. 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.

### **FMED 6120M Community Service Learning and Leadership I**

Kristin Bertsch, PhD Course Director

This is the first part of a longitudinal curriculum designed to meet the RowanSOM mission of producing culturally competent physician leaders and providing care to the underserved. In this course, students will learn fundamental leadership skills, ethics and professionalism to help them effectively create a vision and execute it through management skills. They will also 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. CSL 1 content moves students from evaluation and reflection of the student's professional self, to understanding group and team dynamics. This culminates in students performing a community assessment and implementing a community project. Both the traditional and PBL tracks will participate in CSL.

### **OST 6150M - Health Systems Science (HSS) I Intersession**

TBD

This is the first of a two-part curriculum will provide a fundamental understanding of how health care is delivered at an individual and system level, as well as, how the health system can improve patient care and health care delivery. Health Systems Science (HSS) I has an emphasis on introducing the following topics: health care delivery systems, value-based health care, patient safety and quality improvement.

### **OST 6130M Medical Scholarship I**

Jillian Lucas Baker, DrPH 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, 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.

### **Osteopathic Clinical Skills I**

Millicent King Channell, D.O. 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 traditional 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 Course Descriptions**

### **OST 7180M Clerkship Clinical Skills**

George Scott, 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**

Kristin Bertsch, PhD, Course Director

CSLL II is the second part of a three-year longitudinal curriculum designed to enhance students' knowledge base in the fundamentals 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 7600M End of Life Care**

Paul Bryman, DO, Course Director

This intercession 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.

### **OBG 7200M Endocrinology and Reproduction**

Karen Krieg, DO, 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.

### **OST 7170M Epidemiology and Biostatistics**

Jillian Baker, DrPH, 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.

### **CBIO 7300M Gastroenterology and Nutrition**

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.

### **OST 7150M Health Systems Science II**

TBD

This is the second part of a two-part curriculum designed to provide a fundamental understanding of how health care is delivered at an individual and system level. This course aims to review case studies to apply the concepts of systems engineering, leadership, and patient improvement strategies that will help transform the future of health care and ensure greater patient safety.

### **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.

### **PSYC 7400M Human Sexuality**

Rachel Shmuts, 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 life styles and sexual beliefs

### **OST 7500M Life Span: Pediatrics and Geriatrics**

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

The Life Span Block completes the over view 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 poly-pharmacy, 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 7130M Medical Scholarship II**

Jillian Baker, DrPH, 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, community based participatory research, epidemiology, evidence based medicine, medical informatics, needs assessment research methods, research ethics, scientific writing, and other critically appraised topics. During this year students will choose the format and topic for their Capstone project, as well as begin their foundational assignments for their projects.

### **OST 7140M Osteopathic Clinical Skills II**

Millicent King Channell, 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 (Tensegrity Curriculum Class of 2023 and subsequent classes)**

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 assessment activities include combinations of several core elements:

1. **Building skills:** ex. Osteopathic Integrated Exam Review (OIER) and Formative Standardized Patient/TOSCEs with feedback
2. **Reflecting:** ex. Self-reflection, Peer-to-Peer Evaluation
3. **Integrating:** ex. Integrated Foundational Science Activities, Individual and Group Assessments
4. **Developing:** ex. Foundational Biomedical Sciences Comprehensive Osteopathic Medical Achievement Test (COMAT FBS) formative exam, Community Scavenger Hunts, Teaching Objective Structured Clinical Examinations (OSCEs)
5. **Goal setting:** ex. Academic Review and Professional Goals reviewed, CV writing
6. **Evaluating:** ex. Summative COMAT FBS exam, 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 curricula 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 Blackboard site.

**Years Three and Four are identical for both the PBL and Traditional Curriculum students.**

### **Year Three**

Years three and four focus more on clinical education and are the same for both Traditional 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 D.O.s, 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-Our Lady of Lourdes Medical Center in Camden; 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 seven 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 four electives in the fourth year. The student is given patient-care responsibilities on each service through which he/she rotates. 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 University 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. RowanSOM 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. RowanSOM 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.

### **Third-and Fourth-Year Policies**

#### ***HIPAA Training***

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

#### ***Charting Responsibilities***

Please see the description of each clinical clerkship and course syllabus for specific charting instructions and expectations.

All notes are to be written in Subjective Objective Assessment Plan (SOAP) format. The student is responsible for seeing that daily notes are viewed by the house officer and signed. On all rotations, students are responsible for seeking feedback on the quality of their notes, even when they are not being graded.

#### ***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 his / her 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.

The student is to keep daily notes on all of his /her patients. Students may write notes on charts in the Jefferson Health hospitals but may not write notes in charts at Virtua Our Lady of Lourdes Hospital. Students rotating at Virtua Lourdes should keep notes on index cards or a notepad.

The student is to retrieve laboratory work on his/her patients and review with the assistance of the house officer or the pathologist.

The student is to review all X-rays on his /her patients with the assistance of the radiologist or house officer.

Presentations on rounds are to be organized, thorough and presented in a problem-oriented method with an appropriate organized plan.

### ***History and Physical Examinations (H&P's)***

Students will perform H&P's assigned by the resident or intern on service and consistent with hospital policies. No cross-service H&P's are to be performed unless otherwise directed by the attending physician. Medical students will have a house officer or attending physician review H&P's.

### ***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 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. The on-call schedule is prepared by the Clerkship Director, his/her designee, or Academic Affairs. The schedule will be available online prior to the first day of the 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 his/her 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 assistance from the nursing staff are to request politely and professionally that the nurse direct the request to the intern 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.

There are to be no changes in the on-call schedule without the prior approval of the Clinical Education Coordinator or his /her designee. Requests from students for specific days off must be made to the Clerkship Director or his/her designee prior to the start of the rotation period.

### **Hub Lottery**

Our clinical training (“Hub”) sites are located across New Jersey; this sometimes requires students to relocate to a community closer to the hospital site where they wish to train. The process of choosing Hub sites is done through a lottery system. (However, Hub choices may be limited for students in academic difficulty.) In December of the second year, students participate in the Hub site lottery through our curriculum management program, One45, which allows them to rank their personal preference of the participating hospital system at which they wish to be assigned. The system randomly selects and assigns students to a Hub site based on the rank order list the student submitted. The Hub site develops each individual student’s clerkship schedule based on their number of Preceptors and the maximum number of rotations they can provide.

If, for some reason, a student misses a significant amount of time from a clerkship, a Hub site may be unable to accommodate them upon their return to clerkships. In the event a Hub site cannot accommodate a student resuming clerkships, then the student will be placed wherever there is availability.

## **Third Year Course Descriptions**

### **FMED 8101M COMMUNITY SERVICE LEARNING**

Kristin Bertsch, Ph.D. Course Director

The Community Service Learning 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, D.O. and Philip Collins, D.O., Clerkship Co-Directors

For one day of the Family Medicine Clerkship, students will participate in "Principles and Practice of Interdisciplinary Health Care Delivery." This course prepares graduate level health professions students and other practitioners to work in concert with each other and the community to address the complex needs of diverse and changing populations. Course participants explore both traditional methods and

new strategies for the delivery of health care based on an interdisciplinary model of practice.

Participants will develop basic skills in personality awareness, team development, team collaboration, communication, leadership, cultural competence, professionalism, decision-making preferences, problem solving, negotiation and conflict resolution. Participants will deliberate ethical and legal issues in the context of team-based practice.

Graduate level students and licensed practitioners of all health and related professional disciplines (Medicine, Dentistry, Nursing, Physical/Occupational Therapists, Social Work, Allied Health, Pharmacy, Public Health and Health Administration Educators, Clergy) are eligible to participate in this course. For two weeks of the Family Medicine Clerkship, students will participate in a community service rotation in a medically underserved community.

During the remaining 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 his/her 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.

This course is usually 8 weeks in length in-person but was changed for the Classes of 2022 and 2023 to 4 weeks in-person and 2 weeks of Self-Directed Learning due to COVID-19 restrictions.

### **MED 8202M GENERAL INTERNAL MEDICINE**

Elizabeth Helfer, M.D. 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 six 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.

This course is usually 6 weeks in length in-person but was changed for the Classes of 2022 and 2023 to 4 weeks in-person and 2 weeks of Self-Directed Learning due to COVID-19 restrictions.

### **MED 8122M GERIATRICS**

Kevin Overbeck, D.O. and Christian White, D.O., Clerkship Co-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.

This course is usually 4 weeks in length in-person but was changed for the Classes of 2022 and 2023 to 2 weeks in-person and 2 weeks of Self-Directed Learning due to COVID-19 restrictions.

#### **OST 8420M NEUROMUSCULAR MEDICINE AND PAIN MANAGEMENT**

Aleesa Mobley, PhD, APN, CPHQ and Richard Jermyn, D.O. Co-Clerkship Directors

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 knowledgeable 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, D.O., Clerkship Director

Obstetrics and Gynecology provides instruction in the physiology, health maintenance and common problems encountered by women. The curriculum stresses 7310 (not reproduction) with a special emphasis on ambulatory care. 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.

Every student will be assigned to both hospital and ambulatory sites. Students attend all departmental educational activities. 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, D.O. 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, D.O. and Tanya Kadrmas-Iannuzzi, D.O., 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**

Rachel Shmuts, D.O. 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. Treatment facilities include Jefferson Health, Cherry Hill, the RowanSOM outpatient facilities, Our Lady of Lourdes Medical Center, Camden County Health Services Center (Lakeland), Ancora Psychiatric Hospital, Morristown Hospital, Overlook Hospital and Care Point Christ Hospital.

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**

Adeshola Fakulujo, M.D. Clerkship Director

Surgery in the third year reflects commitment to produce qualified, competent, and well-rounded physicians. 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.

This course is usually 6 weeks in length in-person but was changed for the Classes of 2022 and 2023 to 4 weeks in-person and 2 weeks of Self-Directed Learning due to COVID-19 restrictions.

**OST 9008M Yr. 3 Capstone OSCE [Note: formerly called CLINICAL SKILLS COMPETENCY EXAMINATION (CSCE)]**

Nils Brolis, D.O. 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) 566-6726.

Family Medicine ..... Marybeth Foyle (856) 566-6085  
General Internal Medicine ..... Veronika Kramer-Feeley (856) 566-7012  
Geriatrics ..... Tevin King (856) 566-6882

Neuromuscular Medicine and Pain Management ..... Kathy Kupiec (856) 566-2877  
 Obstetrics and Gynecology ..... Donna Dymond (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.....Colleen Corsetti (856) 566-6875

**Hospital Contacts**

**AtlantiCare Regional Medical Center ..... (609) 449-4391**

Director of Medical Education ..... Dominick Zampino, D.O.  
 Medical Student Coordinator..... Jasmine Chong

**Bayonne Medical Center (CarePoint Health) ..... (201) 795-8201**

Director of Medical Education ..... Antonios Tsompanidis, D.O.  
 Coordinator ..... Lisa Morales

**Capital Health Regional Medical Center/Newton ..... (609) 815-7026**

Director of Medical Education ..... Kimberly Cornwell, C-TAGME  
 Coordinator ..... Sheree Kelly

**CentraState Medical Center ..... (732) 294-1989**

Director of Medical Education ..... Maria Ciminelli, M.D.  
 Coordinator ..... Christine Easton

**Christ Hospital (CarePoint Health)**

Director of Medical Education ..... Anthony Tsompanidis, D.O.  
 Coordinator ..... Lisa Morales

**Inspira Health..... (856)-641-8661**

Director of Medical Education .....Michael Geria, D.O.  
 Coordinator ..... Amy Land

**Jefferson Health**

Director of Medical Education Joseph Badolato, D.O. .... (856) 346-7828

**Jefferson Health – Stratford ..... (856) 346-6000**

Administration Office, First Floor

**Jefferson Health – Cherry Hill ..... (856) 488-6802**

Administration Office, First Floor

**Jefferson Health – Washington Twp ..... (856) 582-2802**

Administration Office, Third Floor

**Morristown Memorial Hospital (Atlantic Health) ..... (973) 971-6442**

Director of Medical Education ..... Christopher Zipp, D.O.  
 Coordinator ..... Tracy Welch

**Ocean Medical Center ..... (732) 836-4345**

Director of Medical Education ..... David Kountz, M.D.  
 Coordinator ..... TBD

**Our Lady of Lourdes Medical Center ..... (856) 365-7874**

Director of Medical Education ..... E. Frederick Ashong, M.D.  
 Coordinator ..... Sande Ritz

**Overlook Hospital (Atlantic Health) ..... (908) 522-2852**

Director of Medical Education ..... Jeffrey Levine, Ph.D.



Coordinator ..... Tatiana Popov  
**Southern Ocean Medical Center ..... (609) 978-8912**  
 Director of Medical Education ..... Michael Kirk, D.O.  
 Coordinator ..... Joanne Zipfel  
**St. Joseph’s Health.....(973) 754-5629**  
 Manager, Academic Affairs.....Ligaya Dy  
 Coordinator.....Stephanie Castellanos

**Fourth-Year Program**

***Instructional Goals***

The Rowan University 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 he/she rotates. 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 specialty areas offer clinical instruction in the fourth year: Emergency Medicine, Subspecialties, Medicine Cores 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.

**Fourth Year Course Descriptions**

**EMED 9082M - EMERGENCY MEDICINE**

Frank Levin, D.O. and James Lee, DO, Clerkship Directors

Emergency Medicine is an integrated four-week clinical and didactic experience through a collaborative effort of full-time clinical faculty of RowanSOM 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.

## **MEDICINE CORES AND SUBSPECIALTIES**

The Medicine Core rotation includes components in humanities, social science and medicine which are designed to expand students' understanding of science. Students select, research, and present a topic in which the context and materials of the humanities or social sciences are applied to aspects of medicine (ICU, Cardiology and Pulmonology). Students must complete one in-system Medicine Core rotation, either in ICU, Cardiology or Pulmonology. They provide fourth-year students with clinical situations where they can advance their skills of history-taking, physical diagnosis and patient care. Students expand their knowledge of disease pathophysiology and develop confidence in their abilities as physicians.

### **MED 8054M/9054M - CARDIOLOGY**

The Cardiology rotation introduces students to critically ill cardiac patients in an intensive-care setting and to patients with cardiac problems requiring workups or specific therapy. Students learn to read electrocardiographs, study non-invasive methods of diagnosis such as Holter recordings, stress testing (with and without thallium) and echocardiography. Two-dimensional echocardiography and Doppler examination are also available.

### **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 his/her 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 9454M - INTENSIVE CARE UNIT**

Intensive Care Unit – The intensive care unit rotation is a 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.

### **MED 9224M - NEPHROLOGY**

In the Nephrology rotation, students are expected to integrate their pre-clinical 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 his/her 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 8354M/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.

### **OST 9009M - MEDICAL HUMANITIES**

Daniel Hurst, Ph.D. 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.

### **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.

The Subspecialty Elective was eliminated as a requirement for the Classes of 2020 and 2021 due to COVID-19 restrictions.

### **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.

The Subspecialty Elective was eliminated as a requirement for the Classes of 2020 and 2021 due to COVID-19 restrictions.

### **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.

The Subspecialty Elective was eliminated as a requirement for the Classes of 2020 and 2021 due to COVID-19 restrictions.

### **Electives**

In addition to the core clinical rotations, fourth-year students also must take a total of 18 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) 566-6726 or (856) 566-6285, 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 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 RowanSOM and our students with our partner healthcare institutions the following policies were unanimously approved at the January 2017 Clerkship Directors meeting.
- RowanSOM 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](mailto: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 RowanSOM it is best to plan as though there were no scheduled 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 SOM's holiday schedule.

### Reporting Information

Students will receive reporting information for all required rotations prior to the start of each academic year. Reporting instructions are posted with each clerkship on Blackboard.

## 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 and PE examinations. Students will be exposed to review sessions by RowanSOM 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 Assistant 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.....Robin Belz (856) 566-6285 or Martin O'Connor (856) 566-6726  
Pulmonology and/or Intensive Care.....Veronika Kramer-Feeley (856) 566-7012

### Other Contacts

Academic Affairs.....(856) 566-6749  
Assistant Dean for Clinical Education.....George Scott, D.O. (856) 566-6058  
Clinical Education Program Coordinators.....Robin Belz (856) 566-6285  
.....Martin O'Connor (856) 566-6726  
Clinical Education Program Office Gianna Anastasia (856) 566-6010  
Registrar.....Regina Wilmes, M.Ed. (856) 566-7055

## ❖ Academic Services

### Academic Affairs

TBD, Senior Associate Dean

| 856-566-6031

Jackie Giacobbe, Director of Academic Affairs

[giacobja@rowan.edu](mailto:giacobja@rowan.edu)

| 856-566-6890

### Academic Affairs Policies and Programs

#### Dress Code for 1<sup>st</sup> and 2<sup>nd</sup> Year Students

While receiving instruction at Rowan 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 During for 3rd and 4th Year Students / 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
- Sweat shirts
- 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. He/she 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.

Many students choose to forward their Rowan email to their personal email account. Note that the University IRT does not support this action. Furthermore, while Rowan email is HIPAA compliant, private email carriers are not. 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

The best way to keep informed about campus emergency conditions and situations is to sign up for the



Rowan RAVE Alert system. All weather-related information and campus closures, delayed openings or early dismissals will be disseminated via the Rowan RAVE Alert system. If you are not already on the Rowan RAVE Alert system, please sign up now via Banner Self Service: Go to [www.rowan.edu](http://www.rowan.edu), employee tab, self-service for faculty and staff, access banner services, log in with your User ID (your 9#) and your PIN, personal information, Rowan Alert.

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

The radio station RowanSOM 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 RowanSOM 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 RowanSOM. 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 Teaching and Learning in providing ongoing Career Counseling for students. All students have the opportunity to use the online resources of Careers in Medicine (CiM) provided by RowanSOM'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 4<sup>th</sup> 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 business class 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 a three-year on-site next business day warranty and a three-year accidental damage warranty.

Students will be able to use their laptops with the Stratford campus wireless network to access BIC handouts, grades, financial information, library services, Banner Self-Serve, the Internet and most importantly, issued laptops will be used for 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 University 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

## Academic Technology

One Medical Center Drive, P.O. Box 1011  
Academic Center 2nd floor, Suite AC 257-258  
Stratford, NJ 08084

Academic Technology is responsible for administration, support and training in academic computing at SOM and GSBS Stratford. For any questions or concerns or assistance regarding academic computing at SOM and GSBS Stratford, please contact the **Director of IRT Technology Services, Stratford Campus at 856-566-7116**

### Services

Academic Technology provides the following services:

- Instructional Design support for faculty, staff and students.
- Academic Application support and training for ExamSoft, one45, ResponseWare, Echo360 and Blackboard LMS
- AV support -classroom/instructor assistance; event support; loaner equipment including laptops, projectors and other AV items; videoconferencing support
- Media production - including photography; posters (event and scientific) and signs; video production and duplication; PowerPoint presentations.

### Hours

Personnel are available Monday through Friday from 8:00AM to 5:00PM. The offices are closed Saturday, Sunday and University holidays. Requests for support for weeknights or weekends must be made three (3) weeks in advance.

To request Academic Technology support services (or to inquire about availability of specific services not listed): call 856-566-7123, or stop in at either office location: UEC Suite 2025 - Room UEC 2023 or in AC 258.

An Academic Technology Job Request must be submitted for all production requests, indicating Services Requested, Due Date and Method of Payment (if required). Email [SOMmm@rowan.edu](mailto:SOMmm@rowan.edu) or [support@rowan.edu](mailto:support@rowan.edu), please specify that your request is for SOM Media.

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.

Routine production requests will be completed within five (5) working days.

Requests for rush work or more complex work will be scheduled individually, dependent on department workload and resources required.

Audio-Visual equipment is signed out on a first come, first served basis. Due to quantity limitations, it is recommended that equipment be reserved in advance. Pickup and Return dates and times will be scheduled, with borrowed equipment being 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 requestor's borrowing privileges.

Requestors are expected to deliver to or pick up their work projects or reserved A/V equipment from, the

second-floor location at AC258.

### Blackboard Learn Online Course Materials

The RowanSOM curriculum is supplemented by online course materials and discussions. For example, most online course will usually provide syllabus, handouts, recorded lectures, assignments, and grades. The school uses Blackboard Learn as their online course management system. To access Blackboard Learn, students must go to: <http://ats.rowan.edu/lms> and log in using their RowanSOM login and password.

If interested in Blackboard Learn training, students should call Donna Dobie at: 856-566-7022 or email to [dobiedo@rowan.edu](mailto:dobiedo@rowan.edu) for more information.

RowanSOM will be converting to Canvas for its learning management system in the late Spring 2021. Students will be informed by their individual course directors when the transition occurs.

### Echo360 Lecture Capture System

The Echo360 lecture capture system is set up in key didactic rooms on campus. For example, there are recording units in the Auditorium and Room 279 of the Academic Center to record first and second year lectures. By default, all course lectures are recorded to include audio and video, and the recorded lectures are made available via links in Blackboard - for each respective course. However, faculty have the option of not allowing their lectures to be recorded, or only allowing certain portions of their lectures to be recorded. In some cases, only the audio is made available.

Please note that lecture recordings do not replace live lectures, and students should not rely entirely on any information system to substitute their education. While system failures are unlikely, students should always be prepared to continue their education in the event of a system failure.

For lectures that are pre-recorded, course directors will provide detailed instructions on how students should direct their learning and what the expectations are of the students for the respective lecture.

Lecture recordings are scheduled by two class representatives. Both the first and second year classes select these representatives, who then commit to scheduling for the entire year. Scheduling instruction is provided to these representatives during the first two weeks of the fall semester. Interested student s should contact David Ireland at [irelanda@rowan.edu](mailto:irelanda@rowan.edu) for more information.

### ExamSoft Computer Based Testing

ExamSoft is used for secure, high stakes exams. All first and second year courses use ExamSoft; a selection of third and fourth year clerkships also use ExamSoft. Any student issued an SOM laptop at the start of their medical education at SOM MUST use the issued SOM laptop to take an ExamSoft exam. In the event of a laptop failure prior to an Exam, it is the student's responsibility to notify IRT in order to work out a solution for exam day. Exam day failures will be addressed as needed on exam day.

All students must adhere to the SOM ExamSoft exam policy. The policy, and an overview of the ExamSoft system user interface, will be provided during orientation week. For help or more information, please contact David Ireland at 856-938-4997 or email to [irelanda@rowan.edu](mailto:irelanda@rowan.edu).

### one45 Curriculum Management System

one45 is a curriculum management system used across all four years of RowanSOM curriculum. one45 is used to manage student schedules, student evaluations and delivery of student grades. one45 can be

accessed at: <https://rowansom.one45.com/> . Please contact David Ireland at [irelanda@rowan.edu](mailto:irelanda@rowan.edu) and Chris Hamer at [hamerc@rowan.edu](mailto:hamerc@rowan.edu) for any support or one45 system access, issues or training.

### ResponseWare – Turning Technologies

ResponseWare is an audience response and attendance tracking tool that can be used across a number of various devices by the student. From the issued laptop to iOS and Android OS smartphones and tablets; ResponseWare is provided to Year 1 and 2 students at RowanSOM.

### Rowan University Website

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

University Web Services provides all of Rowan's campuses, colleges and administrative divisions with extensive centralized services and a broad range of tools in support of official Rowan websites. Our team supports the academic and administrative web initiatives of the institution, assisting more than 300 individual content editors who help us to power over 300 websites. Our responsibilities also include digital interface design and identity management, social media administration, domain management and mobile app development.

Anyone seeking website updates or new development for the web should make a request using the form at <http://rowan.edu/webrequest>

## **Assessment and Evaluation**

Pamela Basehore, Ed.D., M.P.H., FNAOME, Associate Dean for Assessment

E-mail: [basehore@rowan.edu](mailto: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 SOMetrics dashboard. Data includes admissions information (MCAT, GPA, etc.), medical school performance (grades, competency scores, 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 five 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 RowanSOMs 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 Teaching and Learning (CTL)

Lisa Cardello, Ed.S., Director

E-mail: [cardello@rowan.edu](mailto:cardello@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](http://www.rowan.edu/som/education/CTL)

### Academic Counseling

The Center for Teaching and Learning (CTL) was established to maximize the educational experience of the osteopathic medical student, as well as to support and enhance the instructional methods used by RowanSOM 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 for continuous OMM content and review.

For students, the Center focuses on strengthening academic skills relevant to basic science and clinical coursework as well as addressing challenges posed at crucial points in the curriculum. In this vein, CTL 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.

CTL professional staff meet 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 1st year students including, a time management and note taking training and a learning strategies workshop. Academic and COMLEX preparatory workshops are offered for 2nd year students, including “Succeeding through Second Year & Beyond,” an orientation and a panel discussion addressing COMLEX preparation and study skills.

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

### Career Counseling

RowanSOM maintains a developmental career advising and GME readiness program for students in years 1 through 4 based on best practices within medical education as well as career counseling theory. Career advising programming at RowanSOM 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 in providing ongoing Career Counseling for students. All students have the opportunity to use the online resources of Careers in Medicine (CiM) provided by RowanSOM’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 4<sup>th</sup> 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.



The career advising program at SOM also includes other facets, such as faculty development sessions that address best practices for medical student career advising as well as 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 CTL office works in conjunction with the Director 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 CTL 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](http://www.rowan.edu/som/education/CTL/student_service.html)

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

<https://som.rowan.edu/education/academic/advisors/giacobbe.html>

If the student is denied accommodations *after* they have been deemed eligible by the Director of Academic Affairs, they should contact CTL Staff. Students requesting accommodations who are dissatisfied with the decision of the Disability Services office may file a written grievance with SOM's Assistant 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](mailto:corenjo@rowan.edu)

Tara Shontz, Program Coordinator

[shontzt@rowan.edu](mailto:shontzt@rowan.edu)

RowanSOM University Educational Center

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

Website: [http://www.rowan.edu/som/education/continuing\\_ed/](http://www.rowan.edu/som/education/continuing_ed/)

Phone: 856-566-6358 | Fax: 856-566-6371 | Email: [cme@rowan.edu](mailto:cme@rowan.edu)

### **CME Mission Statement**

#### ***Purpose***

Consistent with the mission and vision of the Rowan University 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 University School of Osteopathic Medicine (RowanSOM) is accredited by the American Osteopathic Association (AOA) to provide osteopathic continuing medical education for physicians.

Rowan University School of Osteopathic Medicine (RowanSOM) 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. RowanSOM 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 RowanSOM Students

Christine Willse, Campus Director

Brandi Blanton, Associate Director

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

Telephone: (856) 566-6044, (856) 566-6008 (General Information)

Fax: (856) 566-6015 | E-mail: [stratfinaid@rowan.edu](mailto: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. The office is closed to students on Wednesdays for processing.

**RowanSOM 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 SOM identification is required for all employee and student transactions.

Tina Vinciguerra, Head Cashier

[vinciguerrat@rowan.edu](mailto: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. Loans must be repaid over an extended period 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 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 his / her 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 within the Banner Self Service Portal. 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 and the Financial Aid Internal Application. 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 a “package” 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 withdrawals, Leave of Absences (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 entitled to, relative to the date of withdrawal. Based on this calculation, the student may be responsible for repaying a portion of the financial aid received.

### **Student Financial Aid Handbook**

[http://www.rowan.edu/som/financialaid/publications/stu\\_aid.htm](http://www.rowan.edu/som/financialaid/publications/stu_aid.htm)

### **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 \$4,450.00 per year. Parental information may be required.
2. New Jersey College Loans to Assist State Students (NJCLASS) – (Unsubsidized) The rate is fixed depending on option chosen by the borrower. A satisfactory credit record is required (co-signer option is available if the borrower is unable to meet credit requirements).

#### **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 RowanSOM. 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. Go to <http://www.rowan.edu/som/financialaid/news/index.htm> . Click on **Private Scholarship and Grants** or the **Financial Aid Handbook**. <https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized>

## **Graduate Medical Education (GME)**

Joanne Kaiser-Smith, D.O., Associate Dean, GME

[kaiserjo@rowan.edu](mailto:kaiserjo@rowan.edu)

Chuck Tucker, M.A., Director, GME

[ctucker@rowan.edu](mailto:ctucker@rowan.edu)

Academic Center, 1 Medical Center Drive, Suite 162

P.O. Box 1011, Stratford, NJ 08084 | (856) 566-7121

[http://www.rowan.edu/som/education/graduate\\_medical/index.html](http://www.rowan.edu/som/education/graduate_medical/index.html)

The RowanSOM Office of Graduate Medical Education (GME) works jointly with Jefferson Health (Jeff) and Virtua Our Lady of Lourdes Hospital (VOLOL) to administer 19 residency and fellowship programs at 4 hospitals and numerous ambulatory settings in the Southern New Jersey region. The strong alliance of RowanSOM and these hospitals began over thirty (30) years ago and continues to provide trainees with excellent educational opportunities in one of the nation's largest graduate medical education programs with an osteopathic focus. RowanSOM faculty deliver lectures, mentor, and coach at the bedside, develop unique curricular opportunities, and involve trainees in research projects.

In addition to providing over 220 house staff with exceptional faculty supervision, the GME office works with fulltime and volunteer faculty to provide in-person and online educational programming; assists with the coordination of the application, interview, and Match processes for all RowanSOM/Jeff/VOLOL programs; advises RowanSOM students on all manner of GME issues; represents the RowanSOM/Jeff/VOLOL programs at national conferences and at the ACGME; assists programs with mandatory accreditation inspections; and oversees all contracting, completion certificates, and verifications for all current and former house staff.

Applications to the RowanSOM/Jeff/VOLOL residency and fellowship programs are accepted through the Electronic Residency Application Service (ERAS). All potential applicants should contact their school's designated Academic Dean's Office for details.

For additional information about the services provided by the GME Office, including all RowanSOM/Jeff/VOLOL programs and application requirements, please contact the Graduate Medical Education Office at (856) 566-7121.

### **Academic Affiliates (GME)**

In addition to the GME partnership with Jefferson Health and VOLOL, RowanSOM 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 fulltime access to the resources of the RowanSOM 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 15 additional residency and fellowship programs at a variety of full service urban and suburban community hospitals. The programs consist of over 200 residents on a yearly basis and recruit heavily from the graduates of RowanSOM.

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

CarePoint Health - Christ Hospital: <https://www.carepointhealth.org/about-us/education/rowan-university-school-osteopathic-medicine-family-medicine-residency-program/>

CarePoint Health – Bayonne: <https://carepointhealth.org/about-us/education/>

Inspira Health – Vineland and Mullica Hill: <https://www.inspirahealthnetwork.org/services-treatments/residency-fellowship-programs-inspira-health>

## **Information Resources and Technology (IRT)**

University Doctors Pavilion, Suite 2300  
42 E. Laurel Road, Stratford, NJ 08084

### **Acceptable Use Policy** <https://confluence.rowan.edu/display/POLICY/Acceptable+Use+Policy>

The purpose of this policy is to outline the acceptable use of computer equipment at RowanSOM. These rules are in place to protect the employee, student and Rowan University. Inappropriate use exposes Rowan University to risks including virus attacks, compromise of network systems and services, and legal issues. This policy applies to employees, students, contractors, consultants, temporaries, and other workers at Rowan University, including all personnel affiliated with third parties. This policy applies to all equipment that is connected to the Rowan University network. This includes but is not limited to equipment that is owned or leased by Rowan University.

### **Computing Accounts and Password Management**

SOM students are provided accounts on the following systems:

- Rowan University email
- Online courseware
- Wireless access
- Computers in the public labs

Students will use the same username/password to access all these computing services. You can reset your password at <https://id.rowan.edu>. Your synchronized password will automatically update all services listed above. If you need password assistance, please contact the IRT Service Center by calling (856) 256-4400.

### **Computer Labs for Students**

#### ***Rowan Medicine Building, Room 3006***

The Computer Lab provides four Windows based desktop computers and two high-speed printers. Available software includes Microsoft Office applications and Internet access for retrieval of medical information and electronic communication. Wireless computing and printing services are available and the Computer Lab is ID badge accessible 24/7.

#### ***Atrium - Academic Center, 2nd floor, Open Area***

There are two Windows based computers, two high speed printers and wireless capabilities available for use 24/7 at this location.

#### ***Academic Center, Room 273***

The Computer Lab provides 28 Windows based desktop computers and two high-speed printers. Available software includes Microsoft Office applications and Internet access for retrieval of medical information and electronic communication.

Wireless computing and printing services are also available. Students may use the Computer Lab 24/7. Requests for scheduled access are made through The Center for Teaching and Learning, 856-566-6792.

### ***Access to Computer Labs***

Access to the computer labs is restricted to students with RowanSOM IDs. Students gain access to the rooms by using a swipe card system. If your ID card does not open the door, please contact Public Safety at 856-566-6154.



## ***General Information***

RowanSOM has access to two Information Resource and Technology groups:

The University Information Resources and Technologies (IRT) department provides infrastructure, administrative computing, and research computing support and services to all of the university schools and campuses.

For more information about Rowan University IRT services, go to: <https://irt.rowan.edu/>.

Locally, RowanSOM's own Information Resources and Technologies group provides planning and operational support in the areas of desktop/laptop computing, instructional computing, telecommunications, clinical computing, training, and classroom/computer lab resources for the constituencies of the school.

### ***Hours:***

In the Academic Center, walk-up service and support is available on the second floor of the Atrium, Monday thru Thursday from 8:30 a.m. to 5:00 p.m. and Friday from 8:30 am to 4:30 p.m.

**To request IRT services, report hardware or software problems in the computer labs, or for emergencies please contact the IRT Service Center by calling (856) 256-4400, or you may e-mail your service request to [support@rowan.edu](mailto:support@rowan.edu).**

**To contact Rowan SOM-IRT directly, please call 856-566-2787.**

### ***Glossary***

RUID stands for "Reserved University ID." Your RUID ("Reserved University ID") is the first part of your @rowan.edu email address. For example: [smithjh@rowan.edu](mailto:smithjh@rowan.edu), "smithjh" is your RUID.

Service or Heat Ticket: This is the "work order" for IRT services. These work orders are placed by calling the Service Center at (856) 256-4400 or by email [support@rowan.edu](mailto:support@rowan.edu)

Provisioning: The process by which new students or employees have accounts created and established.

### ***Printing Support***

All students now have the ability to print from their personal laptops to the printers in the Library using the Pharos system at a cost of ten cents per page or they may print to the printers located on the second floor of the Academic Center Atrium, Academic Center room 273 or on the 3rd floor of the University Doctor's Pavilion, Room 3006, using their allotted print quota of 3200 pages total for all four years. Students should visit the Academic Center Service Desk or contact the Service Center at 856-256-4400 for additional information about this service.

### ***Wireless Coverage***

The Stratford campus offers wireless access to the University network and the Internet. Wireless service may be used by all faculty, staff and students and is available in the Academic Center, University Educational Center, Science Center and University Doctors' Pavilion in the following locations: Health Sciences Library, classrooms, break-out rooms, public areas and meeting rooms.

After configuring your device for wireless access you must open your browser to complete the registration process. For additional assistance please visit the service desk or call the IRT Service Center at 856-256-4400.

## 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](mailto: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 University 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. Students will order academic attire online from the company with which Rowan contracts.

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

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 he/she 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. During the COVID-19 pandemic, all international educational experiences have been suspended.

### 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. (Please refer to the Banner Self Service section of [www.rowan.edu](http://www.rowan.edu)). 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](mailto:brolisnv@rowan.edu)

Sima Bennett, MPH, RD, Director

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

Rowan Medicine Building - Suite 2500

42 East Laurel Road, PO Box 1011

Stratford, NJ 08084-1354

The RowanSOM 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**

Kathryn Lambert, DO, Assistant Dean of Student Affairs  
Dean Micciche, Assistant Dean of Student Programs and Alumni Engagement  
40 East Laurel Road | University Educational Center- 2105  
PO Box 1011 | Stratford, NJ 08084  
Telephone: (856) 566-6740 | Fax: (856) 566-6341  
<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 RowanSOM 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 RowanSOM 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, D.O., 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.

### Stratford Campus Student Health

Charise Emery [emeryc1@rowan.edu](mailto:emeryc1@rowan.edu)  
Todd Schachter, DO [schachter@rowan.edu](mailto:schachter@rowan.edu)  
42 E. Laurel Rd. Suite 2500, Stratford, N.J. 08084-1501  
Telephone: (856) 566-6825 | Fax: (856) 566-6899

#### Hours of Operation/ Student and Employee Health Services

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.

### Student Mental Health Services

**If you or someone you know needs guidance or counseling:**

Call RowanSOM Student Mental Health Office 856-482-9000

This is a free, confidential service by providers that do not teach in the curriculum.

RowanSOM provides medical students and residents convenient, confidential access to expert mental health care through our Department of Psychiatry. Led by Dr. Elina Maymind, our dual psychiatry/psychology staff provides psychiatric evaluation, medication management, personal counseling and performance coaching. Our Department of Psychiatry accepts RowanSOM student health insurance and most other private insurance plans.

An individual may be self-referred or referred by the Office of Student Health 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, medication management, referral to appropriate resources, and stress management workshops.

Elina Maymind, MD, Psychiatrist, Director  
Ashley Martin, MD, Psychiatrist  
Paul Furtaw, PhD, Psychologist

100 Century Parkway, Suite 350  
Mount Laurel, NJ 08054  
(856) 482-9000



**Student Wellness Program (SWP):**

856-770-5750

*This is a free, confidential, short-term services for RowanSOM students.*

The Student Wellness Program is a free, confidential counseling service which helps students deal effectively with stressors and other pressure related to the academic setting. Whether it is a personal problem in the home setting or an academic problem that is impacting your performance, the SWP is available to help you deal with difficulties. To schedule an SWP appointment in the southern NJ office, call 856-770-5750.

Voorhees Office Hours: Mon and Wed: 12-8pm | Tues, Thurs, and Fri: 9-5pm.

**Student Wellness Program (through the Rutgers University Behavioral Health Care)**

One Echelon Plaza, Suite 101  
227 Laurel Rd.  
Voorhees, NJ 08043  
856-770-5750

242 Old New Brunswick Road, Suite 330  
Piscataway, NJ 08854  
732-235-5933

183 South Orange Avenue  
Newark, NJ 07103  
973-972-5429

1776 Raritan Road, Room 420  
Scotch Plains, NJ 07076  
732-235-5933

**If you or someone you know is in crisis:**

**Call the Crisis Hotline/Twin Oaks:**

856-428-4357

Call 9-1-1, or go to the Emergency Room at Jefferson Health-Stratford, Washington Township or Cherry Hill. The Crisis Center is located at Jefferson Health- Cherry Hill: 2201 Chapel Avenue West, Cherry Hill, NJ.

Call RowanSOM Public Safety Police Emergency Line:  
“Counselor on Call.”

856-256-4922, and ask to speak to the

The National Suicide Prevention Lifeline:

1-800-273-8255

**Health Care Providers’ Recusal from Student Assessment**

RowanSOM 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, hand-washing, 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 RowanSOM Alumni Association as well as activities including ice-breakers 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, RowanSOM and meet members of the student body, faculty and staff. <https://som.rowan.edu/education/academic/orientation>

## RowanSOM Commencement

An annual RowanSOM/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 RowanSOM 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 RowanSOM 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 RowanSOM Alumni Association is to advance the mission of osteopathic medical education at RowanSOM and the osteopathic profession to:

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

Below are some facts about the RowanSOM 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 RowanSOM 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/documents/stuco-constitution.pdf>

## **Student Professional Societies & Clubs of SOM**

Contact Information: <https://som.rowan.edu/documents/2020-2021-student-leadership-070920.pdf>

### **Allies in Medicine (AIM, formerly LASOH)**

AIM is focused on working to ensure equal access to medical care and equality within medical education including issues affecting the health of the lesbian, gay, bisexual, and transgender (LGBT) communities and support initiatives to improve policy. We advocate for patients through curricular improvement, increased physician education, research and health-related resources. We support physicians-in-training by providing a safe and supportive environment, leadership development opportunities, and advocating for their rights.

### **American Association of Physicians of Indian Origin (AAPI)**

The AAPI is a local chapter of the parent organization AAPI-MSR and was established to represent medical students and physicians of Indian origin. The goals of this organization are to assist in promoting the professional, political, and social goals of Indian- American medical students and resident physicians.

### **American College of Emergency Physicians (ACOEP)**

The Emergency Medicine Club is dedicated to exposing fellow students to various aspects of emergency medicine through speakers, hands-on demonstrations, presentations, and field trips. Topics generally include an introduction to emergency medicine, career opportunities in this field, and practical skills applicable to both hospital and pre-hospital emergency care. This organization is a student branch of the American College of Osteopathic Emergency Physicians.

### **American College of Family Physicians (ACFP)**

ACFP is a national organization which is represented by student chapters within each osteopathic medical school. This organization functions in developing interest in osteopathic family medicine among students, promoting an improved understanding of family medicine through education and public service, and supporting the development of educational opportunities in family medicine.

### **American College of Osteopathic Neuropsychiatry (ACONP)**

The Neuropsychiatry Club was established for medical students interested in both the psychology of human behavior and the biology of the remarkable advances in brain science and research. Activities attract medical students with an interest not only in psychiatry and neurology, but also those with an interest in a vast array of medical fields.

### **American Geriatric Society (AGS)**

The American Geriatric Society is an organization established to encourage interest in the field of geriatric medicine and to ensure a multidisciplinary interaction between faculty, students, and the community for the advancement of health and well-being in the elderly population.

### **American Medical Association – Medical Student Section (AMA-MSS)**

The purpose of the American Medical Association-Medical Student Section (AMA-MSS) is to promote the leadership of medical students through networking opportunities, professional development, medical advocacy

and community service. This organization serves as a link between medical students and established physicians to further explore the medical profession.

### **American Medical Student Association (AMSA)**

AMSA is a student-governed, national organization committed to representing the concerns of physicians-in-training. AMSA members are medical students, premedical students, interns, residents and practicing physicians. Founded in 1950, AMSA continues its commitment to improving medical training and the nation's health.

### **American Medical Women's Association (AMWA [formerly NOWPA])**

The American Medical Women's Association is a professional organization that promotes the strength and growth of women physicians and students. This group works toward the recognition of women osteopathic physicians and acts to address the needs of women within the health care profession.

### **American Physicians & Scientists Association (APSA)**

APSA is a branch of a national organization and the goal is to create awareness, to network and get medical students involved in research. APSA promotes summer research programs and invites guest speakers each semester.

### **Anesthesiology Club**

The objective of the Anesthesiology Interest Group is to unite all members of the RowanSOM community and to participate in interactive functions pertaining to both the medical and general community as well as to educate the student body on anesthesiology, its practices and the process of becoming an anesthesiologist.

### **Association of Muslim Medical Students (AMMS)**

AMMS has been organized in order to educate fellow students with information while addressing considerations specific to the Muslim patient population. Educational programs include spiritual and cultural considerations during treatments and therapies; educate the growing Muslim community in Southern New Jersey about the principles and practices of osteopathic medicine. Local volunteering opportunities are organized for members as well as opportunities to work with other faith-based organizations on campus to promote dialogue, commonality and unity between all groups.

### **Cardiology Club**

The purpose of the Cardiology Club is to educate fellow students about the field of cardiology including current issues and advances in cardiology. The club focuses on educational programs for the SOM community along with opportunities to network with faculty and guest lecturers. Choosing cardiology as a specialty is also discussed with opportunities to gain information regarding the pursuance of cardiology as the field of choice provided.

### **Christian Medical and Dental Association (CMDA)**

CMDA provides resources, networking opportunities, education, and a public voice for Christian healthcare professionals and students.

### **FITdocs**

FITdocs' goal is to provide opportunities to students that allow them to become physically active or nutritionally informed. Events are organized to help share FITdocs philosophy with communities outside of RowanSOM as well as to educate, inform and empower students regarding the topics of exercise & nutrition.

### **Infectious Disease Club**

The purpose of the Infectious Disease Club is to educate fellow students about the field including current issues and advances in the prevention of infectious disease. The club focuses on educational programs for the SOM community along with opportunities to network with faculty and guest lecturers.

### **International Federation of Medical Students Association (IFMSA)**

The International Federation of Medical Students' Association (IFMSA) is an international non- governmental organization for medical students in more than 85 countries around the world interested in global health. The purpose of IFMSA-USA is to promote international health awareness among U.S. medical students through education, exchange, and activism while fostering a spirit of international cooperation among medical students worldwide. IFMSA is a new organization on the SOM campus, and we strive to support SOM students interested in international health opportunities such as conferences, summer village projects, and international elective rotations.

### **Italian American Student Physicians' Association (IASPA)**

The purpose of IASPA is to provide support and guidance to Italian American medical students at RowanSOM. We want to address the health care needs of members of the Italian American community in the United States who suffer from Mediterranean diseases as well as encourage Italian American undergraduate students to pursue careers in medicine and health care services.

### **Jewish Osteopathic Medical Association (JOMA)**

The primary goal of the Jewish Osteopathic Medical Association (JOMA) is to unite all members of the RowanSOM community; educate this same community on Jewish practice as it relates to healthcare; to educate the local Jewish communities about the osteopathic medical profession. Numerous speakers inside the SOM community as well as from the general public are invited to attend meetings and speak on the goals as previously mentioned.

### **Latino Medical Student Association (LMSA)**

LMSA was founded to represent, support, educate and unify medical students in the United States. LMSA is dedicated to changing the 'Face of Medicine' and the way health care is delivered and find that building a strong foundation in medical training programs is paramount. The Latino Medical Student Association unites and empowers medical students through service, mentorship and education to advocate for the health of the Latino community.

### **Medical Students for Choice (MSFC)**

Medical Students for Choice (MSFC) is a national non-profit organization representing over 10,000 medical students and residents at 134 medical schools in the U.S. and Canada. MSFC at RowanSOM is dedicated to increasing awareness of reproductive health issues, providing a forum for medical students to discuss these topics, and offering resources and support to future abortion providers and pro-choice physicians. In addition to what MSFC has to offer you on campus, the national MSFC office has amazing training opportunities and grants that are available all year round.

### **Medical Students for Life (MSFL)**

### **Medical Vegetarian Society**

The mission of the Medical Vegetarian Society (MedVeg) at Rowan SOM is to provide a resource to the Rowan community and the public on the health, environmental and animal welfare impacts of plant- based diets. We work to increase physician sensitivity towards vegetarian/vegan patients through education.

### **Music Medicine**

The Music Medicine group works to incorporate the beneficial effects of music into medical care. Various events include a monthly drum circle, music lessons, music medication and research opportunities.

### **Obstetrics and Gynecology Society (OBS)**

The OB/GYN Society is an organization open to all students interested in primary care for women. This society meets once a month for an informal lecture and discussion presented by a faculty member in either obstetrics or gynecology. Attendance at these meetings offers the opportunity to gain medical knowledge in a casual setting, as well as the opportunity to interact with attending OB/GYN faculty and/or guest lecturers. OBS is the student portion of the American College of Osteopathic Gynecologists (ACOOG).

### **Osteopathic Head, Eye, Ears, Nose and Throat Club (OHEENT)**

The purpose of the OHEENT Club is to educate fellow students about the field of otolaryngology including current issues and advances. The club focuses on educational programs for the SOM community along with opportunities to network with faculty and guest lecturers. Choosing otolaryngology as a specialty is also discussed with opportunities to gain information regarding this specialty.

### **Physical Medicine and Rehabilitation Club (PM&R)**

The PM&R Club attempts to educate fellow students about physical medicine and rehabilitation. Several outside speakers/lecturers are invited to club meetings to discuss a variety of issues regarding this specialty.

### **Radiology Society (RADS)**

The Radiology Society is an organization open to all students of the RowanSOM community and all of its affiliates. Attendance at our meetings presents the opportunity to learn the various modalities offered by the field of radiology; to build professional skills in learning to identify anatomical structures and certain disease processes and medical illness; and to raise awareness concerning innovations and advancements in the realm of radiology.

### **Rowan Osteopathic Medicine & the Arts (ROMA)**

Rowan Osteopathic Medicine and the Arts (ROMA) is a club that fosters, supports, and rejuvenates the spirits of patients, practitioners, and medical students alike through the arts, by providing outlets for all to express their artistic creativity, participate in service, and further a strong sense of Rowan SOM community.

### **South Jersey Catholic Medical Association (SJCMA)**

The RowanSOM student chapter of the South Jersey Catholic Medical Association (SJCMA) is a Catholic student group committed to finding and bringing together students of faith for a medical school education that fully encompasses mind, body, and spirit. All RowanSOM students are welcome to join the SJCMA student chapter as we bring to our campus opportunities for community service, fellowship in faith, and personal growth within traditional Catholic values. After graduation, Catholic SJCMA members will have the opportunity to continue their involvement as physician members of the regional SJCMA physician chapter.

### **Student American Academy of Osteopathy (SAAO)**

The goal of SAAO is to bring the principles and practices of osteopathy to the students of the RowanSOM campus. This club functions through review sessions aimed at refining the skills of osteopathic manipulation and the provision of workshops led by skilled physicians which may bring new dimensions to osteopathic treatment modalities. SAAO is the student portion of the American Academy of Osteopathy (AAO).

### **Student Association of Military Osteopathic Physicians and Surgeons (SAMOPS)**

The RowanSOM Chapter of the Association of Military Osteopathic Physicians & Surgeons (AMOPS) was established in recognition of the unique position osteopathic physicians occupy within the United States Armed Forces. The primary goals of the chapter are to provide information concerning the practice of Osteopathic Medicine in the Armed Forces; information exchange between all class levels, alumni, as well as AMOPS contacts for prospective and current students interested in military service opportunities; and information concerning military life in general.

### **Student American Osteopathic Academy of Orthopedics (SAOAO)**

The goal of the Orthopedic Club is to educate fellow students about the specialty of orthopedics including current issues and advances in orthopedics. The club focuses on educational programs for the SOM community including their annual “casting clinic”. The Orthopedic Club provides numerous opportunities for “hands-on” instruction provided by the club’s faculty advisor as well as other faculty members. Future opportunities in this field are also an active part of club meetings and discussions.

SAOAO is the student representation of the American Osteopathic Academy of Orthopedics (AOAO).

### **Student National Medical Association (SNMA)**

The Student National Medical Association (SNMA) is the nation’s oldest and largest student organization focused on the needs and concerns of medical students of color. Established in 1964 by medical students from Howard University and Meharry Medical Schools, SNMA boasts nearly thirty years of committed service to communities. It continues to advocate for improved, culturally sensitive healthcare services and education for neglected or underserved populations.

### **Student American Osteopathic Association of Sports Medicine (SAOASM)**

The Sports Medicine Club is the student chapter of the American Osteopathic Academy of Sports Medicine, and was established for individuals interested in entering the field of sports medicine as a career and for those interested in learning how to diagnose and treat injuries common to athletic participants. Activities include taping and casting clinics, guest speakers, on-field/ sideline participation at local high school sporting events, and a series of lectures dedicated to the diagnosis and treatment of sports-related injuries.

### **Student Osteopathic Hematology Oncology Association (SOHOA)**

The purpose of SOHOA is to educate fellow students about the field of hematology/oncology which includes current issues and advances. The club focuses on educational programs for the SOM community along with opportunities to network with faculty and guest lecturers. Choosing hematology/oncology as a specialty is also discussed inclusive of opportunities to gain information regarding this specialty.

### **Student Osteopathic Internal Medicine Association (SOIMA)**

This organization functions through interactive educational programs which deal with Internal Medicine and associated sub-specialties. SOIMA works closely with the American College of Internists (ACOI).

### **Student Osteopathic Medical Association (SOMA)**

The Student Osteopathic Medical Association (SOMA) is the national student organization of the American Osteopathic Association, and was founded in 1970 to promote the ideals and purposes of osteopathic medicine as a philosophy, a science, and an art. This organization’s goal lies in the desire to improve the quality of healthcare delivery and to prepare future osteopathic physicians to meet social, moral, and ethical obligations of the profession.



**Student Osteopathic Surgical Association (SOSA)**

The Student Osteopathic Surgical Association was established to encourage and educate students in surgical techniques and procedures. A variety of lectures and workshops are given by practicing physicians and are complemented by hands-on sessions to create an extraordinary learning experience. The American College of Osteopathic Surgeons (ACOS) is the parent organization of SOSA.

**Student Pediatric Medical Association (SPMA)**

The Student Pediatric Medical Association (SPMA) is the student chapter of the American College of Osteopathic Pediatricians (ACOP), and was established to provide an avenue for the advancement of knowledge and understanding of pediatric medicine. This organization focuses on sponsoring, promoting, and encouraging educational programs concerned with pediatric medicine, in addition to the provision of community service and volunteer work to the children of our community.

**The Wilderness Medicine Club**

The Wilderness Medicine Club can connect you with a plethora of educational opportunities to learn Wilderness Medicine. There are opportunities to participate in research projects. We are here to help you connect your passion for the outdoors with your future profession. Several topic specific meetings (e.g. Winter Wilderness Medicine and Dive Medicine) and the quadrennial World Congress in Wilderness Medicine are held through the year.

## 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 he/she has 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**

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

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 RowanSOM 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 Skills Lab, Illumination Quizzes (EXQuizzes), BIC exams and COMAT exams) must be made via the RowanSOM Excused Absence Request Form**

([https://rowan.co1.qualtrics.com/jfe/form/SV\\_a8lz2ogOlWvAtmZ](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 Assistant Dean of Student Affairs for Professionalism.**

Via the RowanSOM Excused Absence Request Form, a student may submit a request for a single absence occurrence (spanning up to three business days within the same week). Once completed, the student will receive an email from the Assistant Dean for Curriculum (Dr. Millicent Channell) or the curriculum division staff. Dr. Channell 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 s/he should presume the requests(s) is/are unexcused and attend the session(s) accordingly.

### **First and Second-Year Students**

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 required sessions. The 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 Assistant Dean for Curriculum by completing the

#### **RowanSOM 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 no grade penalty. 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 Assistant Dean for Curriculum. **All excused absence requests must be submitted via email to the Assistant 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 Assistant Dean for Curriculum. All excused absence requests must be submitted via email to the Assistant 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 Assistant Dean for Curriculum. All excused absence requests must be submitted via email to the Assistant 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 Assistant Dean for Curriculum. All excused absence requests must be submitted via email to the Assistant 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.

### **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 RowanSOM 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 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:
    - **RowanSOM Excused Absence Request Form**  
([https://rowan.co1.qualtrics.com/jfe/form/SV\\_a8lz2ogOIWvAtmZ](https://rowan.co1.qualtrics.com/jfe/form/SV_a8lz2ogOIWvAtmZ)).
  - 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](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 Assistant 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 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, he/she 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 RowanSOM 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 RowanSOM 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 Assistant Dean of Student Affairs.
  6. **Meeting with Rowan student advisors or CTL**
    - 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 his/her reason for being away from a clerkship, the action will result in a referral for disciplinary action. Refer to the RowanSOM 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 Assistant 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 Assistant 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 Teaching and Learning (CTL), 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 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 THREE DAYS FOR A FOUR-WEEK CLERKSHIP WITH THEIR PRECEPTOR.**

## IV. Grading

### A. Official Grades

The school will use the following grading scale:

#### Legacy Curriculum (Class of 2022 and before)

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

RP = Remediated Pass (Passing after a failure)

AUD = Audit

INC = Incomplete

IP = In Progress

NC = No credit

W = Withdrawn

#### Tensegrity Curriculum (Class of 2023 and after)

##### **Pre-Clerkship**

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

RP = Remediated Pass (Passing after a failure)

AUD = Audit

INC = Incomplete

IP = In Progress

NC = No credit

W = Withdrawn

##### **Clerkship**

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

RP = Remediated Pass (Passing after a failure)

AUD = Audit

INC = Incomplete

IP = In Progress

NC = No credit

W = Withdrawn

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

#### **Challenge to Clinical Evaluation**

Students who are dissatisfied with the evaluation given by the instructor may challenge the written evaluation and/or grade within 2 weeks of the grade being posted on One45. Students are requested to first take an honest reflection and appraisal of their performance on the

rotation to see if the evaluation could have been appropriately earned. If he/she still wishes to appeal, the student should notify the Clerkship Director and Senior Associate Dean of Academic Affairs of his/her wish to challenge the evaluation and/or grade and the following process must be followed:

1. Student submits appeal to BIC or Clerkship Director including rationale and data where appropriate to justify the appeal.
  - a. BIC / Clerkship Director has 2 weeks to consider appeal
  - b. BIC / Clerkship Director informs student of decision
2. If student is not satisfied, he/she can appeal to the chair of the department.
  - a. Chair has 2 weeks to consider appeal Chair informs student of decision
3. If student is not satisfied, he/she can appeal to the Senior Associate Dean for Academic Affairs (final appeal level).
  - a. Academic Dean has 2 weeks to consider appeal
  - b. Academic Dean informs student of decision
4. If a grade change is made at any stage, this is submitted to the Registrar using a grade change form.
5. If a change in evaluation comments is made, the BIC / Clerkship Coordinator will be informed to make changes in one45.
6. No grade changes will be accepted after the final BIC / Clerkship grade has been posted for one calendar year.

**Under no circumstance is a student permitted to challenge their Preceptor evaluation grade directly to the Preceptor. Doing so will revoke the student's right to any grade appeal.**

**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**

A student is considered to have passed a block/intersession/course (BIC) or Clerkship if a grade of Pass (P) or higher is achieved. All students must achieve a passing grade in all BICs and clinical rotations in order to graduate.

**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 his/her 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 his/her first semester and the return to the curriculum, he/she 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.
4. 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. Evaluation and Grading of Pre-Clerkship Years (OMS-I/II Tensegrity Curriculum)

The criteria for each level of grading is determined by the Block/Intersession/Course Director and is 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.
3. The minimum and maximum weights for each of the required and optional graded elements are established by the curriculum committee.

G. Evaluation and Grading of Pre-Clerkship Years (OMS I/II – PBL Track)

The criteria for each level of grading is determined by the PBL Director and is 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.
2. Grading of students must include all required elements, additional elements may be included as other assignments.
3. 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 III/IV)

The criteria for each level of grading is determined by the Course Director 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 third-year core required clerkships must include:
  - 1) Clinical evaluation using the approved RowanSOM 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.
  - 2) The minimum and maximum weights for each of the required and optional graded elements are established by the curriculum committee.
3. COMAT / Departmental Exam
  - a. SOM policy requires that students must achieve a minimum passing score on the COMAT / departmental exam to pass the Clerkship. The minimum passing standard score is 84, which equates to a 70 (Pass) grade.
  - b. To be eligible for an Honors grade for the clerkship, students must achieve an "Honors" score on the COMAT / 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.)
  - c. Students who initially fail the COMAT / departmental exam will be given an "Incomplete" grade for the clerkship, will be placed on Academic Warning and be required to re-take the COMAT / departmental exam through the Academic Affairs Office. If the student passes the exam on the second attempt, the highest grade they can achieve for the clerkship is a "Pass." If a student fails the COMAT/ departmental exam on the second attempt, the initial failing grade will remain on their transcript and they will be required to repeat the entire clerkship at a later time.

Students who fail two clerkships due to COMAT / departmental exam failure can re-take both exams. They will be placed on Academic Probation. If they fail the exams a second time, the initial failing grade(s) will remain on their transcript and they will be required to repeat both rotations in their entirety at a later time.

Students who fail a COMAT / departmental exam in a clerkship that is being repeated due to COMAT / departmental exam failure is ineligible to re-take that COMAT / departmental exam and may be recommended for dismissal for failing a clerkship two times.

Students who fail three COMATs / departmental exams in three different clerkships may be recommended for dismissal (even if it is their first attempt for all COMATs).

- d. Students must receive a 70% or higher on the clinical evaluation component in order to pass the rotation. Students who fail the clinical evaluation will receive a failing grade for the clerkship and be required to remediate, as determined by the course director. If required to remediate, the highest grade a student can achieve is a "Remediated Pass" (RP). If an entire rotation is repeated, both the original grade of 'F' and the grade when repeated will be recorded on the transcript.
- e. 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).

I. Grade Appeals

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

The COMAT Conversion Scale Chart showing the COMAT / departmental exam scores required to pass and to Honor the clerkships can be found within the Clerkship syllabi.

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 RowanSOM. 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 in Tensegrity curriculum**

- 1) If a student fails a single block/intersession/course (BIC) in the fall semester, the student would remediate with a written remediation exam in December (during winter break).
- 2) If a student fails a single BIC in the spring semester, the student would remediate with a written remediation exam in June.
- 3) If a student fails two BICs during the academic year the student is no longer eligible for remediation and will go before SAPC for guidance on navigating remaining coursework.
- 4) If a student fails three BICs over the course of the academic year, the student would appear before SAPC for a dismissal hearing.
- 5) If a student fails four BIC's over the course of both pre-clerkship years, the student would go before SAPC for a dismissal hearing.

**Tensegrity Remediation exam policies**

- 6) If a student fails a single BIC remediation exam during the academic year (whether taken in December or June) and does not fail any other BICs, the student would be given a second opportunity to work with CTL, in conjunction with the BIC director, to create a structured remediation study plan to be followed by another subsequent remediation exam.
- 7) If a student fails a single BIC and the two subsequent remediation exam attempts, the student will go before SAPC for a dismissal hearing.
- 8) First year students must successfully remediate all BICs before beginning second year.
- 9) Second year students must successfully remediate all BICs before taking COMLEX Level 1.

**Remediation in Clerkship**

Students that fail a core rotation based on the clinical evaluation will be required to remediate, as determined by the course director. The highest grade that can be achieved in this instance is a “Remediated Pass” (RP). Students who fail a COMAT / departmental exam will be required to

retake the exam. If they pass the retake, the highest grade they can receive for that rotation is a “Pass” (P). If they fail the retake, they will be required to repeat the entire rotation. When repeating a clerkship, both the original grade of F and the grade earned when repeated will be recorded on the transcript. Students who fail a core rotation may have their records reviewed by the Student Academic Progress Committee. Students that fail an elective may make up the elective requirement in the same or different specialty.

The COMAT Conversation Scale Chart showing the COMAT / departmental exam scores required to Pass and to Honor the clerkships can be found within the Clerkship syllabi.

#### VI. Student Evaluation of the Curriculum

In accordance with AOA and COCA regulations, RowanSOM 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 team. A regularly-enrolled student may elect to audit course(s) appropriate to his/her 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 the final examination. Audited courses will appear on the student’s official transcript with the notation Audit.

#### VIII. Pre-clinical Years 1 and 2

- A. Students must pass all courses.
- B. Students may not enter core clerkships without passing all previous course work from pre-clerkships for students missing a seminar course with an excused absence.
- C. A student has failed a course when s/he receives a grade of Fail at the completion of the course before remediation.
- D. 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.
- E. If the student fails a remediation exam, s/he must repeat the SOM course or take a summer course approved by the BIC Director if time allows with their schedule. If a student chooses, with the approval of the BIC Director, to remediate by taking a summer course, the summer course is considered a second taking of the course. Students who fail the same course twice will be recommended for dismissal.

- F. 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.
- G. 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, he/she will be recommended for dismissal.
- H. Students repeating courses will be required to audit Osteopathic Clinical Skills courses for the purpose of maintaining their skills.
- I. Students repeating courses will be required to audit Osteopathic Clinical Skills courses for the purpose of maintaining their skills.
- J. 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.
- K. Students must pass the summative Foundational Biomedical Sciences COMAT.
- L. Students must complete all coursework in the maximum time frame specified for their degree program, not including approved leaves of absence.

**IX. 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 Assistant 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 COMLEX Level 2-CE and COMLEX Level 2 PE.
- E. Students must also pass the Yr. 3 Capstone OSCE to be eligible to take COMLEX Level 2-PE. If students do not pass the Yr. 3 Capstone OSCE, they are required to complete a remediation program with a clinical faculty member. Once the faculty member deems them ready and submits a passing grade for the Yr. 3 Capstone OSCE, the student can then take the COMLEX Level 2-PE.
- F. Students may only complete third year core rotations at RowanSOM 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 RowanSOM 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 he/she 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. 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 RowanSOM Excused Absence Request Form. If deemed valid, the request will be forwarded to the Center for Teaching and Learning (CTL) 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 24 hours of the missed event\*. (Medical documentation from a provider who is a family member is not acceptable.) \*During the COVID-19 restrictive period this is extended to one week. Telehealth services are accepted.
- B. Any student who anticipates missing an examination must submit their request in writing to Assistant Dean for Curriculum and the Curriculum program assistant, who will determine the validity of the excuse, in conjunction with the Block/Intersession/Course (BIC) or Clerkship

- Director. If deemed valid, the request will be forwarded to the Center for Teaching and Learning (CTL), or Clinical Education and, if applicable, to the Simulation Center to schedule/administer the make-up exam in coordination with the BIC or Clerkship Director. A single make-up examination date will be announced 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.
- C. 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 s/he returns 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).
  - D. 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.
  - E. Students wishing to reschedule an examination to attend a national meeting must request prior approval from the Assistant 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.
  - F. If a student misses an examination without a valid reason, the BIC / Clerkship Director may assign a grade of zero (0) for that examination.
  - G. 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.
  - H. Students who miss a COMAT examination are responsible for contacting the Assistant 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 3<sup>rd</sup> year: at the end of Winter Break, at the end of the Spring semester, and at the end of the 3<sup>rd</sup> 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 CTL.
  - I. Students missing an examination to attend a national meeting must request approval by the Assistant 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.
  - J. 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.

- K. 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, s/he 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.
  - 1. 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.
  - 2. 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:
  - 1. Student will miss all or part of the brief orientation session which usually precedes SP encounters;
  - 2. The student will not be permitted to make up a missed encounter;
  - 3. 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 Course Director, 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 s/he leaves 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 considered 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 CTL 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. S/he is 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 CTL/ 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 Assistant Dean of

Curriculum. (See Section IX, Missed Exam Policy)

- M. All students are expected to maintain standards of behavior as noted in the RowanSOM Student Handbook regarding the RowanSOM 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

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 off-site proctor. Using the computer's webcam, the remote proctor will compare the test-takers' face with their RowanSOM valid photo ID\*, much like an on-site proctor would. Internet-based, remotely proctored tests must be taken on a computer with a webcam and microphone. \*During the COVID-19 restrictive period, those without their Rowan ID can use their driver's license or government issued, non-drivers ID.

### A. EXAM PREPARATION - TECHNICAL ISSUES

Students are expected to follow all required technical procedures which are provided prior to taking any remote exam.

### B. EXAMINATION DAY RULES AND PROCEDURES

1. 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.
2. Students must arrive at the indicated arrival time and follow all exam accommodation instructions given via email or as communicated by the proctor.
3. Students must be seated and ready to take their test (with computers on and logged-in to the testing platform when applicable) by the exam start time.

### C. TEST ENVIRONMENT REQUIREMENTS

1. Students should secure a quiet, private space to take their exam. Sounds such as music or television are not permitted.
2. 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.
3. No other person is allowed to be present or enter the room while the remote proctored exam is being taken.\*
4. 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.
5. The student must sit at a clean desk or table.
6. The student must complete an environmental scan of the testing area using the webcam where they will take the exam before and at the end of the exam.
7. The student must take the exam in the same room that they scanned during the environmental scan for the current exam.
8. Students must complete an additional environmental scan once they have finished their exam but prior to actually submitting the exam.

### D. EXAM TOOLS

**The student must have the following items:**

- a. Their Rowan ID
- b. A small mirror (Used to show the laptop to the camera)
- c. Laptop with a working webcam, microphone and appropriate software and power source

**2. Students may have the following items:**

- a. 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.

**3. The following items are not permitted in the testing room\* and must be stored outside of the room where the exam is being taken:**

- a. No food or beverages are allowed into the examination room.
- b. Cell phones – must be stored outside of the testing room, and must be on silent. They can only be used if technology support is needed
- c. Scrap paper (There is a textbox feature on ExamSoft students can use to take notes)
- d. Personal media devices (tablets, watches with computer or memory capability/smartwatches, paging devices, iPods/radios/media devices)
- e. Programmable calculators with memory capability
- f. Recording/filming devices
- g. Headsets
- h. Reference materials (including but not limited to; books, notes, papers)
- i. Backpacks, briefcases, luggage
- j. Hats (except those worn for religious purposes) and hooded sweatshirts/sweatshirts are not allowed.
- k. Smart glasses (Google etc.) and any watches. (The exam has a clock in the corner of the screen.)

**\*Exceptions to the above prohibited items may only be permitted with approved accommodations.**

**E. ABSENCE FROM THE TESTING ROOM**

- 1. 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.**
- 2. Use of restrooms:** No personal break during a remote examination. Students requiring accommodations should contact the Center for Teaching and Learning at least two weeks in advance of the exam.
- 3. Illness:** Should a student become ill or otherwise unable to complete their exam, the student must notify the proctor immediately. The proctor will document the incident and contact the BIC Director (if not present) to find out how to proceed. Students should also notify the Assistant Dean for Curriculum and BIC director if this occurs. A student that become ill during remote testing must shutdown their computer and immediately contact the Office of Academic Affairs.

**F. IRREGULAR INCIDENTS**

1. 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 Senior Associate Dean of Academic Affairs, the Assistant Dean for Curriculum and the Dean of Student Affairs for review.** Each

incident will be evaluated, and the policies of the student handbook will apply, which can include a referral to the Disciplinary Committee.

**2. The following are considered irregular incidents:**

- a. **Test Taker engagement changes** (e.g. Students eyes looking away from the laptop, talking aloud, leaving camera view)
- b. **External sources detected**
- c. **Test taker leaves camera view**
- d. **Additional Person is detected**
- e. **Additional electronic device detected**
- f. **Multiple voices detected**
- g. **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.
- h. **Possessing notes or making notes** on anything other than Textbox feature on Examsoft for “scrap paper”.
- i. **Intentionally delaying the exam start time** by utilizing applications other than the exam software after the exam password has been given.

**G. COMAT-SP exams**

The technical process for taking COMAT exams remotely is very similar to those taken on campus. Students are responsible for ensuring that their computer is updated, fully charged and fully functional prior to the exam. The proctor code and launch codes will be communicated to individual students through Clinical Education staff or the clerkship coordinator.

However, students should be keenly aware that for all exams, including COMAT-SP (self-proctored) exams, they will be held to the same academic and integrity standards. Prior to each COMAT-SP exam, students will be expected to attest and adhere to the RowanSOM Student Code of Conduct found here:

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

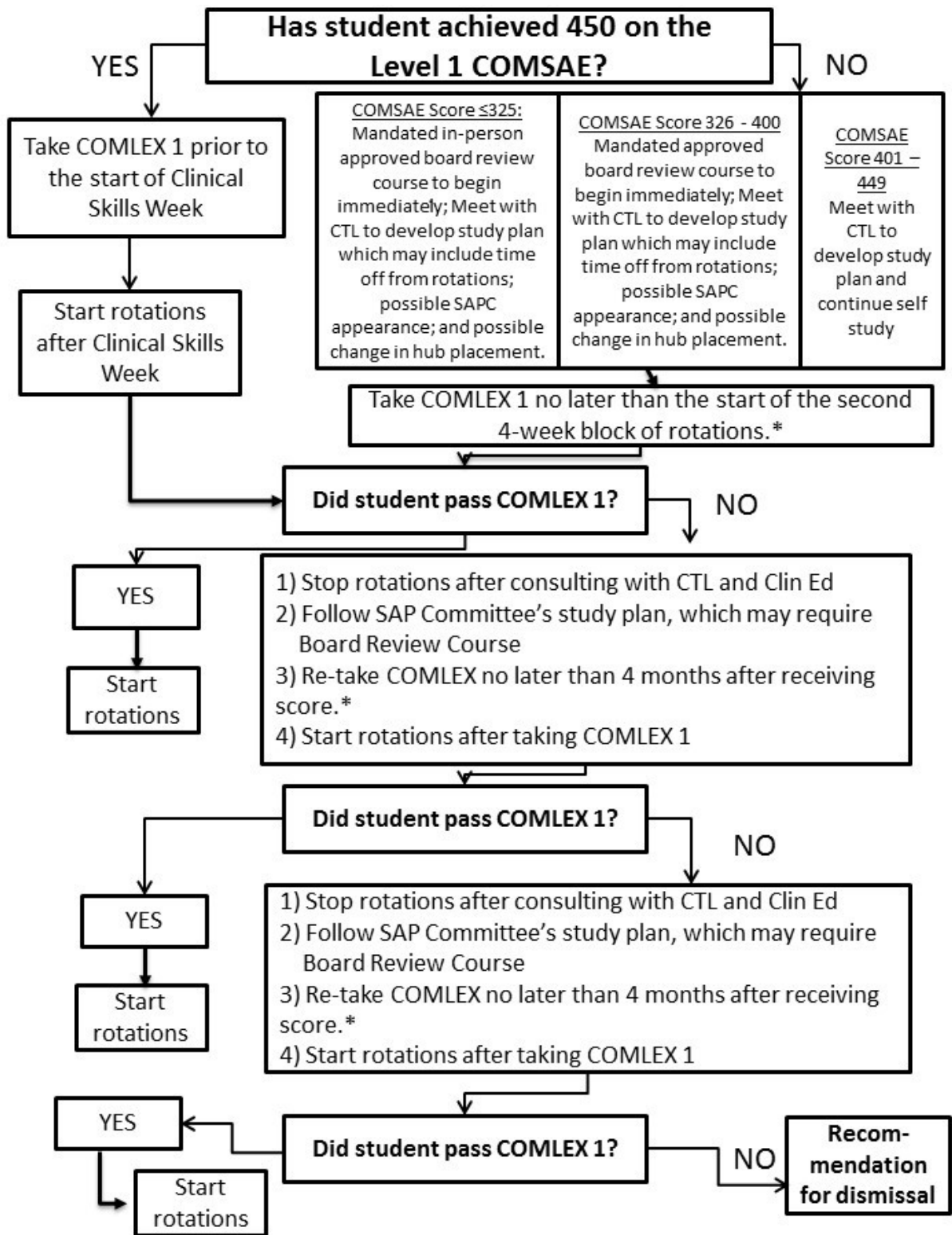
Students failing to adhere to the exam integrity expectations will face possible disciplinary actions, which will remain on their permanent record and be recorded in their MSPE letter.

**XIII. COMLEX Policy and Procedures**

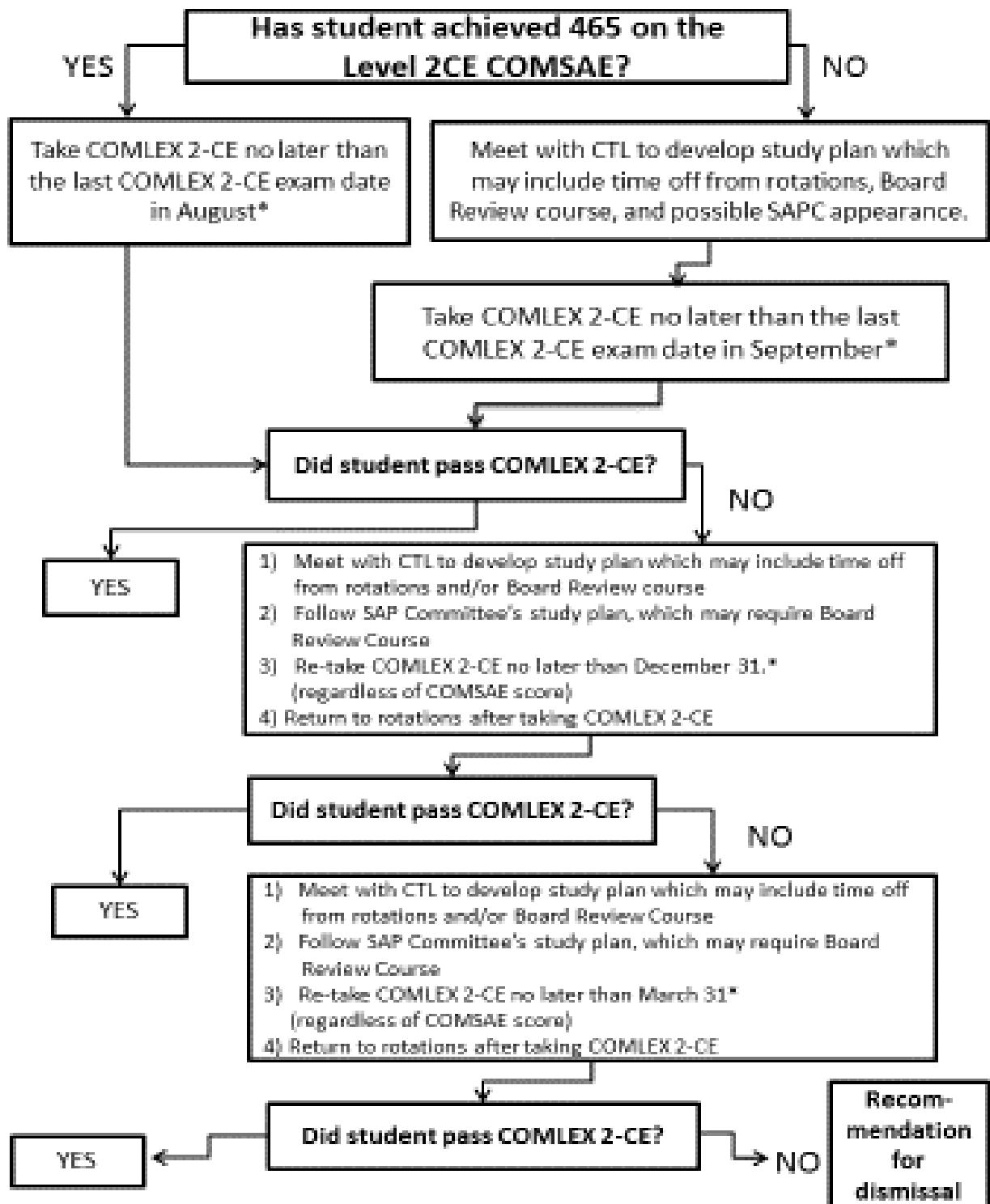
- A. According to the NBOME, a student is eligible to take COMLEX Level 1 upon satisfactory completion of the first year in an AOA approved medical school and by approval of the School.
- B. The school will allow students to register and schedule board examinations as soon as allowed by the NBOME. However, 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 and 2-PE), 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. Beginning with the class of 2023, students must take and achieve a score of 195 for the Summative Foundational Biomedical Sciences COMAT. Students who do not achieve this minimum score will be required to meet with the Center for Teaching and Learning to

- develop a comprehensive study plan for COMLEX Level 1.
- E. 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. RowanSOM 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.
  - F. If a student does not achieve the minimum score on either practice test (450 on the COMSAE for Level 1 or 465 on the COMSAE for Level 2), the student may be required to postpone or cancel clinical rotations for independent study time. However, the student is required to take COMLEX Level 1 no later than the start of the second 4-week rotation block (on or around July 31<sup>st</sup>) and no later than September 22<sup>nd</sup> for COMLEX Level 2 CE unless granted exemption by the Senior Associate Dean for Academic Affairs. The Assistant Dean for Student Affairs may grant the exemption if the Senior Associate Dean for Academic Affairs is not available.
  - G. If a student has been granted an exemption from the above deadlines by the Senior Associate Dean for Academic Affairs, the student must meet monthly, in person, with the Assistant Dean for Student Affairs until their exam date in addition to following the learning plan developed with a CTL staff member.
  - H. 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. Students who fail any COMLEX Level 2-PE may be permitted to continue rotations unless otherwise mandated by Academic Affairs or the Student Academic Progress Committee.
  - I. 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 D.O. portion of the program.
  - J. 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.
  - K. Students must complete the Clinical Skills Competency Exam to start fourth-year clerkships. This exam assesses competencies required for students to graduate and prepares students for COMLEX-Level 2-PE.
  - L. COMLEX Level 2 PE must be taken no later than July 31<sup>st</sup> of fourth year, unless granted exemption by the Senior Associate Dean for Academic Affairs, or the Assistant Dean for Student Affairs if the Senior Associate Dean for Academic Affairs is not available.
  - M. If a student has not successfully completed COMLEX Level 2-CE and COMLEX Level 2-PE by the expected graduation date but has completed all coursework, 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.
  - N. All students must pass COMLEX Level 1, Level 2-CE, and Level 2-PE to receive their D.O. degree.





\*Note: An appeal to take Level 1 beyond the deadlines above may be granted by the Senior Associate Dean for Academic Affairs. In these cases, students will be required to meet monthly, in person, with the Assistant Dean for Student Affairs until their exam date in addition to following the learning plan developed with a CTL staff member.



\*Note: An appeal to take Level 2CE beyond the deadlines above may be granted by the Senior Associate Dean for Academic Affairs. In these cases, students will be required to meet monthly, in person, with the Assistant Dean for Student Affairs until their exam date in addition to following the learning plan developed with a CTL staff member.

**XIV. Student Evaluation of Performance Committee (STEP) (Tensegrity Curriculum OMS I/II Only)**

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 five 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 will 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 Senior Associate Dean for Academic Affairs within ten (10) business days of their appearance date. The Assistant Dean for Student Affairs will make the decisions if the Senior Associate Dean for Academic Affairs 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 his/her 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 his/her standing. A student may also request a personal appearance before the Committee during its regularly scheduled meetings. 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

Academic Warning provides an 'early warning' mechanism for the Student Academic Progress Committee to identify students whose academic performance is below average. Students will be placed on Academic Warning if they fail any block/intersession/course (BIC). Students who fail any one COMLEX examination or any COMAT / departmental exam will also be placed on academic warning. Students will remain on AW status until the COMLEX, COMAT or BIC(s) is successfully remediated.

Academic Warning requires;

- Meeting with the Center for Teaching and Learning (CTL) staff and complete all agreed-upon learning programs.
- Prohibition against travel to conventions, conferences, meetings, recruiting trips or other travel that conflicts with class time.
- The Student Academic Progress Committee can make other prohibitions at their discretion for students on Academic Warning, including limiting a student's choice of clerkship hub.
- Students on Academic Warning who fail to meet all requirements of Academic Warning may be referred to the Assistant Dean for Student Affairs for disciplinary action at the discretion of the Committee.

#### 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 Teaching and Learning. 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 Assistant Dean for Student Affairs for disciplinary action at the discretion of the Committee.

#### XIX. Leave of Absence

##### A. Administrative Leave of Absence

1. A student may be placed on administrative leave of absence for academic or personal circumstances following review by the Committee.
  2. A student may be placed on administrative leave of absence any other time by the Assistant 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 Assistant Dean for Student Affairs.
- B. Medical or Personal Leave of Absence
1. A leave of absence may be granted by the Committee upon recommendation of the Assistant 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.
  2. Any student requesting a leave of absence for personal or medical reasons shall consult with the Assistant Dean for Student Affairs before submitting a written request.
  3. Written requests for leave of absence for personal or medical reasons for students in good academic standing may be acted on by the Assistant 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 Assistant 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 cumulative leaves of absence are two (2) years, unless the student is participating in an approved dual degree program, or for other reasons as specified by the Committee. A student is normally limited to two (2) leaves of absence during the four-year curriculum.
- D. Return from Medical Leave of Absence
1. Students planning to return from medical leave should submit a letter to the Assistant Dean for Student Affairs requesting return from medical leave no later than thirty (30) days before the intended date of return.
  2. The student is then instructed by the Assistant 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.
  3. The Director of Student Health will present a report and recommendation to the Assistant Dean for Student Affairs for subsequent review and recommendations of the Committee.
  4. 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
1. Students planning to return from personal leave should submit a letter to the Assistant Dean for Student Affairs requesting return from personal leave no later than thirty days before the intended date of return.
  2. 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. Student Scholar

Students occasionally want to enhance their academic program with non-curricular opportunities such as research or clinical experiences that last longer than a typical elective period. Those students may apply for a period of Student Scholar status.

A student who is approved for Student Scholar status is considered to be enrolled full time. The student remains eligible for financial aid, student health insurance, parking, etc. Student Scholars are charged a Maintain Matriculation fee and applicable fees, but are not charged tuition. The designation of Student Scholar is listed as a non-credit experience on the student's transcript for each approved term.

To obtain approval for the Student Scholar designation the student submits the "Non-Credit Clinical Experience Request" form along with a detailed description of what they plan to do with confirmation from the site to the Senior Associate Dean for Academic Affairs. The Senior Associate Dean meets with the student to review the plan and approve or disapproves the plan in writing. The student returns to their for-credit curricular requirements at the conclusion of the experience. The Assistant Dean of Student Affairs will review these requests in the absence of the Sr. Associate Deana for Academic Affairs.

#### 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 Senior Associate Dean for Academic Affairs or the Assistant 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

In cases where dismissal is being considered, the dismissal will not become final until the school's internal appeal process, if instituted, 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. Reasons for dismissal may include, but are not limited to, the following:

- A. Failure in three or more courses in one academic year.
- B. Failure of the same course/clerkship two times.
- C. Failure of four courses in the first two years.
- D. Failure of the same COMLEX exam three times.
- E. Students who fail two clinical rotations for reasons *other than* COMAT failure may be recommended for dismissal.
- F. Students who fail three rotations due to COMAT failure may be recommended for dismissal.
- G. Failure to complete all required coursework, including passing required COMLEX exams, within the maximum time frame specified for their degree program (not including approved leaves of absence).
- H. Absence of the personal qualifications and attributes deemed necessary to perform the duties of an osteopathic medical student and the osteopathic medical profession.
- I. 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.

### 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 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 (D.O.) degree is usually awarded in May after completion of the fourth-year curriculum. A student who will complete all of his/her degree requirements after the month of May can be awarded the D.O. degree at a later time subsequent to completion of all degree requirements. The maximum time for completion of the academic program is five years, not including any time on approved leave of absence. To be awarded the D.O. 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 D.O. 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 RowanSOM Commencement and the University Commencement ceremonies the following May, and will be considered members of that graduating class for alumni purposes.

**XXVI. Awarding a D.O. Degree Posthumously**

Rowan University School of Osteopathic Medicine seeks to recognize the academic achievements of its students. This policy establishes guidelines for the posthumous awarding of a D.O. degree in the event a student dies before completing all of the requirements for the D.O. degree. Consideration is given to academic and institutional integrity according to the following criteria:

- The student was enrolled in the second half of his/her final year of study at RowanSOM 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 he/she not died.

**XXVII. Standards of Satisfactory Academic Progress for Title IV and 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 Senior Associate Dean for Academic Affairs, 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.

**1. 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 Traditional 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 **Traditional 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

2. 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-clinical 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, Level 2-CE and Level 2-PE. 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

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, not including time for approved leave of absence (see Academic Rules and Regulations Section XV. Leave of Absence).

Degree Program	Standard Length	Maximum Length
D.O. - Student enters 1st year (SGL or PBL)	4 years	6 years
D.O. - Student transfers into 2nd year	3 years	5 years
D.O. - Student transfers into 3rd year	2 years	4 years
D.O./J.D.	6 years	8 years
D.O./M.B.A.	5 years	7 years
D.O./M.P.H.	5 years	7 years
D.O./Ph.D.	7 - 9 years	11 years

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, Senior Associate Dean for Academic Affairs, Director of Academic Affairs, Registrar and the Center for Teaching and Learning. The notification will indicate the nature of the deficiency, any methods that may be 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 Senior Associate Dean for Academic Affairs or the Assistant 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.

## RowanSOM Student Code of Conduct

### PREAMBLE

We, the students of Rowan University School of Osteopathic Medicine, subscribe to the high standards of conduct that have evolved over the years within the osteopathic medical profession. RowanSOM 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 his/her 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 his/her 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 Assistant 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 Assistant Dean for Student Affairs.

### EXAMPLES OF VIOLATIONS OF ACADEMIC INTEGRITY

**CHEATING** occurs when an individual misrepresents his/her 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 his/her 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

A COM must publish policies and procedures that include a confidential accreditation standard complaint resolution process that describes how complaints are filed, resolved through an adjudication process without retaliation, and maintained through the COM'S records retention system.

### Policy

Complaints regarding COCA accreditation standards may be filed by any individual including osteopathic medical students, faculty, staff or an individual or organization affected by the accreditation program academically or professionally, and a member of the general public.

### Procedures

1. The complaint must be in writing and signed by the complainant, all signed complaints should be submitted to the RowanSOM Dean or COCA Assistant Secretary, AOA, 142 E. Ontario Street, Chicago, IL 60611.
2. The complaint must be based on 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 will provide evidence that an effort has been made to resolve the problem through an appropriate RowanSOM 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 RowanSOM Dean. If the Dean receives the complaint, he/she 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 RowanSOM 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 RowanSOM 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.

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>

### 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 RowanSOM 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](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 RowanSOM 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 jeopardizes 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)**

RowanSOM 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.

<http://www.rowan.edu/provost/registrar/ferpa.html>

### **Involuntary Leave of Absence and Involuntary Withdrawal**

When School officials become aware of a student who is interfering with RowanSOM'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

RowanSOM 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 RowanSOM 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

RowanSOM 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>

#### 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 RowanSOM 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 RowanSOM is:**

**T. Peter Stein, Ph.D.**, 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](mailto: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 Options

<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/>

RowanSOM 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 LGBT student could speak directly with the Rowan University LGBT 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 states 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](http://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](mailto: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, [mcpersonp@rowan.edu](mailto:mcpersonp@rowan.edu)

Mr. Joseph Mulligan, Assistant Vice President for Civic Involvement

Chamberlain Student Center 2nd floor

856-256-4242, [mulligan@rowan.edu](mailto:mulligan@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](mailto: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](mailto: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](mailto:lombardim@rowan.edu)

Title IX Deputy Coordinator for Rowan University School of Osteopathic Medicine:

Ms. Paula Watkins, Assistant Dean for Admissions  
113 Laurel Road, Stratford, NJ 08084  
856-566-7050, [fennerpa@rowan.edu](mailto: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](mailto:worrada@rowan.edu)

Title IX Deputy Coordinator for Graduate Medical Education:

Mr. Chuck Tucker, Director  
Academic Center Stratford, NJ 08084  
856-566-2742, [ctucker@rowan.edu](mailto:ctucker@rowan.edu)

**Other Reporting Options**

Students may file a claim with the [Office of Civil Rights, U.S. Department of Education](https://www.ed.gov/office-of-civil-rights).  
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](mailto: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](http://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 RowanSOM 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>

### **SOURCES OF MEDICAL & MENTAL HEALTH ASSISTANCE AT RowanSOM:**

#### Student Health Services:

##### **Stratford Campus**

University Doctors Pavilion, 42 East Laurel Road, 2100B, Stratford - 856-566-6825  
M/T/W: 9:00am–4:00pm; TH: 9:00am – 7:00pm; F: 9:00am – 3:00pm; SAT. 8:00am – 12noon

#### Student Mental Health Services

##### **SOM Department of Psychiatry:**

Elina Maymind, MD, Director  
Ashley Martin, MD, Psychiatrist  
Paul Furtaw, PhD, Psychologist  
100 Century Parkway, Suite 350, Mount Laurel, NJ 08054 - (856) 482-9000

##### **Student Wellness Program (SWP):**

Stratford/Camden Campuses  
One Echelon Plaza, Suite 101, 227 Laurel Road, Voorhees, NJ 08043 - 856-770-5750

### **KNOW YOUR RIGHTS**

Notifying the police does not require you to pursue criminal prosecution or RowanSOM 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 RowanSOM 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](mailto:princilus@rowan.edu)

**Brandy Bennett**  
856-256-5831, [bennettb@rowan.edu](mailto:bennettb@rowan.edu)

**Margie Viggiano** Supervisory Program Coordinator  
856-256-4294, [viggianom@rowan.edu](mailto:viggianom@rowan.edu)

**Christy Mroz** Administrative Assistant  
856-256-5494, [mroz@rowan.edu](mailto:mroz@rowan.edu)

**Paula Watkins, Assistant Dean for Admissions**  
Deputy Title IX Coordinator, Stratford Campus RowanSOM  
856-566-7050, [fennerpa@rowan.edu](mailto: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.

#### **Social Media Policy**

<https://confluence.rowan.edu/display/POLICY/Social+Media+Policy>

#### **Student Responsibilities, Rights and Disciplinary Procedures**

[RowanSOM Student Responsibilities Rights Disciplinary Procedures](#)

A. Student Responsibilities

1. RowanSOM 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 RowanSOM: 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 RowanSOM community: the responsibility to comply with the RowanSOM Student Code of Conduct.
2. RowanSOM 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 RowanSOM 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. RowanSOM 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 RowanSOM 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 RowanSOM disciplinary procedures set forth herein are the exclusive means of review of disciplinary actions within the Rowan University 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 Senior Associate Dean for Academic Affairs, or the Assistant 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 his/her 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 his/her 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 his/her 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 Assistant 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 his/her 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 his/her 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 his/her 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 his/her 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 RowanSOM 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 his/her 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 RowanSOM or Any of its Affiliates**

Students who are planning to travel within the United States as part of their professional development at Rowan 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 RowanSOM 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>