



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



STUDENT HANDBOOK

Rowan-Virtua School of Osteopathic Medicine

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

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Acknowledgements

Preparation of this Student Handbook was made possible through the cooperation of the offices of all divisions of Academic Affairs and Student Services, Information Resources and Technology, and Student Financial Aid.

The Student Handbook is informational only and does not constitute a contract between Rowan-Virtua School of Osteopathic Medicine and any student. It may be changed by Rowan-Virtua SOM without prior notice to students. Any rules, regulations, policies, procedures, or other representations made herein may be interpreted and applied by Rowan-Virtua SOM 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 Rowan-Virtua SOM email on a daily basis and keep abreast of all notifications from Rowan-Virtua SOM.

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❖ Mission Statement

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

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

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

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

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

To advance our mission we:

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

❖ Osteopathic Medicine

What is Osteopathic Medicine?

Osteopathic Medicine is one of two pathways in the United States to becoming a fully licensed physician and 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 treatment known as Osteopathic Manipulative Medicine. Osteopathic Medicine emphasizes helping each person achieve a high level of wellness by focusing on health education, injury prevention and disease prevention.

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

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

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

In addition to studying all of the typical subjects you would expect student physicians to master, osteopathic medical students take over 150 additional hours of training in Osteopathic Manipulative Medicine over the course of the medical school training. This system of hands-on techniques helps alleviate pain, restores motion, supports the body's natural functions and influences the body's structure to help it function more efficiently. In addition to a strong history of providing high quality patient care, DOs conduct clinical and basic science research to help advance the frontiers of medicine and demonstrate the effectiveness of the osteopathic approach to patient care.

Code of Ethics of the American Osteopathic Association (AOA)

All students, faculty and administrators at the Rowan-Virtua School of Osteopathic Medicine are expected to maintain the AOA Code of Ethics which can be found at the AOA Website : <https://osteopathic.org/about/leadership/aoa-governance-documents/code-of-ethics/>

The Osteopathic Oath

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

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

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

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

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

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

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

❖ Campus Leadership & Faculty

Administration of Rowan University

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

Administration of Rowan-Virtua SOM

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

Naima Hall, EdD, MS, (CDP) *Assistant Vice President, Division of Inclusive Excellence, Community & Belonging*

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

Carla Granger, MBA, *Assistant Dean of Administration*

Michael Rieker, *Chief Financial Officer*

Senior Associate Deans

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

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

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

Associate Deans

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

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

Assistant Deans

Nils Brolis, DO, *Assistant Dean of Simulation*

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

Jacqueline Giacobbe, MS. Ed, MA, *Assistant Dean of Academic Services and Accreditation*

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

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

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

Paula Watkins, MAS, *Assistant Dean for Admissions*

Directors

Karen Baines, *Director, Clinical Education*

Kevin Block, *Director, Hope Brings Strength Health Sciences Library*

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

Steve Garwood, EdD, *Director of Faculty Development*

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

Stacey Lynn Mulligan, *Registrar*

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

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

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

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

Rowan-Virtua SOM Institute/Center Directors

James Bailey, DO, *Director Neuromusculoskeletal Institute (NMI)*

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

Rachel Silliman Cohen, MD, *Director Child Abuse Research Education and Service Institute (CARES) of New Jersey*

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

Rowan-Virtua SOM Chairpersons

James Bailey, DO, *Physical Medicine and Rehabilitation*

Alissa Brotman O'Neill, DO, *Surgery*

Danielle Cooley, DO, *Osteopathic Manipulative Medicine*

Ron Ellis, PhD, *Molecular Biology*

Tanya Kadrmas-Iannuzzi, DO, *Pediatrics*

Judith Lightfoot, DO, FACOI, *Internal Medicine*

Alison Mancuso, DO, FACOFP, *Family Medicine*

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

Anthony Salerno, MD, *Obstetrics and Gynecology*

Stephen M. Scheinthal, DO, DFACN, DFAPA *Psychiatry*

Barry Waterhouse, PhD, *Cell Biology & Neuroscience*

Rowan-Virtua SOM Committee Chairperson (Standing)

Nils Brolis, DO, *Individual Performance Assessment and Competency Coaching (IPACC)*

Katherine Miliani, PhD, *Curriculum Committee*

Shiyuan Wang, PhD, *Program Evaluation & Student Assessment (PESA) Sub-Committee*

Jeffery Powers, PhD, *Pre-Clerkship Sub-Committee*

Lenny Powell, DO, *Clerkship Sub-Committee*

Naima Hall, EdD, *DEI Committee*

Paola Leone, PhD, *Faculty Affairs Committee*

Aubrey Olson, DO, *Student Academic Progress Committee (SAPC)*

Todd Schachter, DO, *Admissions Committee*

Faculty of Rowan-Virtua SOM 2024-2025

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

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

Accreditation of Rowan University

Rowan University is [accredited](#) by the Middle States Commission on Higher Education. The University's accreditation was most recently reaffirmed in 2019.

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

Accreditation of Rowan-Virtua SOM

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

The primary and affiliated teaching hospitals of the School of Osteopathic Medicine are accredited by the Joint Commission on Accreditation of Health Care Organizations. Primary and affiliated teaching hospitals also have Graduate Medical Education (GME) programs approved by the Accreditation Council for Graduate Medical Education (ACGME) for residency and fellowship training.

Campus Information

The Rowan-Virtua School of Osteopathic Medicine has two campuses located in Stratford New Jersey and Sewell New Jersey.

Stratford Location

A quiet suburban community, Stratford is located 10 miles from downtown Philadelphia, 40 miles from Atlantic City and about 90 miles from New York City. Few areas of the country can match the excellent quality of life found in southern New Jersey. Farms and forest areas are interspersed with modern suburban communities. Since its inception in 1977, the Rowan-Virtua SOM campus has continued to expand to meet the needs of a growing community of faculty and students.

The centerpiece of the campus is the Academic Center (AC). The Academic Center is most heavily utilized by first- and second-year students. It houses the classrooms, study rooms, lounge area, teaching labs, gross anatomy lab, computer labs and electronic classrooms, as well as many of the Administrative offices within Academic Affairs and Student Services. It also features the Rowan-Virtua SOM Wellness Center (fitness center) and the Hope Brings Strength Health Sciences Library.

Public Safety can be reached in the following ways:

- The Public Safety office is located in the University Education Center
- Emergency: call 856-256-4911 or 911
- Non-Emergency or Escorts: call 856-256-4922

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

AED is located in the Academic Center on the second floor.

The Hope Brings Strength Health Sciences Library - <http://www.lib.rowan.edu/som>

The Hope Brings Strength Health Sciences Library is located on the ground floor of the Academic Center on the Stratford campus and serves all students, faculty, and staff on both the Stratford and Sewell campuses.

The Hope Brings Strength Library also manages the 24/7 **Learning Commons** located on the Rowan-Virtua Sewell Campus. Consult the [library's website](#) for current hours.

The library maintains an extensive collection of electronic books and journals as well as a wide variety of specialized online resources that support the curricular, clinical, and research needs of Rowan-Virtua SOM students and faculty. In addition, the library houses collections of print books in the clinical and basic sciences.

The Hope Brings Strength Library on the Stratford campus has a seating capacity of approximately 230, which includes study carrels and tables, study rooms, and computer workspaces. The Learning Commons located on the second floor of the Rowan Medicine building on the Sewell campus has a seating capacity of 56 and is also where the PBL Librarian, who provides support to the PBL students on both campuses has their office.

Borrowing Privileges

All students, faculty and staff of Rowan-Virtua SOM have borrowing privileges at all Rowan University Libraries. Users must present a Rowan-Virtua SOM ID badge to borrow materials.

Loan periods at the Hope Brings Strength Library are: Books – one month with one renewal; board review materials – one month, no renewals; reserve materials (course textbooks) – seven days, no renewals.

Any borrower who repeatedly fails to return items by their due date, does not respond to overdue notices, and/or who damages materials may have borrowing privileges temporarily or permanently blocked at the discretion of the library staff.

Books available at the Hope Brings Strength Library and other Rowan University Libraries can be requested online and held for pick-up at both the Stratford and Sewell locations.

Reserve Collection

The Hope Brings Strength Library strives to make books required and recommended by faculty for courses and blocks available online and/or in print, provided faculty notify the library of additions, changes, and updates. These books make up the Reserve Collection.

The print Reserve Collection is located on a table in front of the library's service desk. Students have direct access to these books for use within the library. Each user can also borrow a maximum of two items from the Reserve Collection for seven days to use outside of the library.

[Guides listing required and recommended books and resources](#) for courses and blocks, with links to available e-book versions, are located on the [Hope Brings Strength Health Sciences Library's website](#).

Courtesy Items

Available at both the Hope Brings Strength Library and the Sewell Learning Commons are phone and laptop chargers, laptop stands, standing desk, Bluetooth noise canceling headphones, dry erase markers, small whiteboards, book stands, colored pens and pencils, ear plugs, and sports equipment. Anatomical models, desktop and laptop computers, projectors, and rolling whiteboards are also available at the Hope Brings Strength Library in Stratford.

Board Review Collection

The library has a significant collection of both print and online resources to support students studying for board examinations. The print materials in this collection may be borrowed for four weeks, with no renewals.

Check the Hope Brings Strength Library's [Board Review Guide](#) to see what print and online board review books are available through the library.

E-Books, E-Journals, Research and Clinical Databases, and More

The [Hope Brings Strength Health Sciences Library's website](#) is the gateway to a wide variety of online resources available through Rowan University Libraries that have been selected to support the curricular, research, and clinical needs of all Rowan University students and faculty.

The Hope Brings Strength Library staff has developed a comprehensive collection of online medical 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 include textbooks in the basic sciences, medicine and surgery and their subspecialties. Online journals are available as individual titles and through collections from major publishers. Several point-of-care resources that aid in clinical decision making in the office or at the bedside are available. Specialized multimedia and streaming services that support specific topics, such as anatomy and 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](#) that correspond to the medical school curriculum. These guides direct students to the resources required and recommended for their four years at Rowan-Virtua SOM. Links to Reserve materials, media, relevant e-books and journals are included in the subject guides for each course.

Access to the databases and full-text resources is available to all Rowan University matriculated students, faculty and staff. Users must authenticate with their Rowan NetID to access these resources both on-and off-campus. Training in the use of the library's resources and tools is integrated into the school's curriculum and is also available through online tutorials, or by individual or group appointment with a librarian.

Reference Services/Research and Clinical Support

Librarians are available to provide assistance and instruction to students in selecting and searching appropriate biomedical research and clinical databases and finding sources of information and data. Librarians can also help students and faculty navigate the publication process and can assist in journal selection, citation management, and editing and proofreading. Through Read and Publish agreements with some major publishers, the library can also help with funding to get published in Open Access journals.

Library Etiquette

Students are requested and expected to maintain a quiet environment conducive to study for those around them. Hope Brings Strength Library spaces, including study rooms, are not soundproof, so please be considerate of your fellow students' studying by keeping noise to a minimum. Phone calls are to be taken outside. Seating in the library is on a first-come, first-served basis. Most of the study rooms require a reservation through the [link on the library's website](#).

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 may be removed; they can be retrieved at the Service Desk by the student with identification or description of items. Any such items not claimed by closing time will be turned over to Public Safety.

The Hope Bring Strength Library Food and Beverage policy permits the bringing in and consumption of beverages from containers with lids and dry snack food items only. Any other food and beverages are not permitted in the Library. If a utensil is needed to consume the food, or if food has a strong odor, it is not permitted in the library.

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>.

For More Information

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

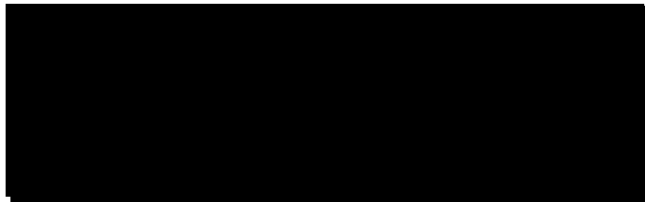
The Rowan Medicine Building consists of new construction, completed in 2003, and renovations to the building formerly known as the Specialty Care Center. The new facility houses all Stratford-based patient care services and clinical educational programs, as well as an expanded, state-of-the-art Simulation 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 at the Stratford campus, a student diversity lounge, classrooms, and administration services, including Human Resources, Operations and Public Safety. The student diversity lounge is a safe-space environment for our Rowan-Virtua SOM students, faculty and staff community to foster and encourage supportive social interactions, increase recognition and appreciation of our singular differences. It reinforces many of our guiding principles to be compassionate, embrace all individuals, to be aware of, accept and respond to the physical, emotional, spiritual and intellectual needs of others, to promote innovation of ideas, and respond with integrity. It will stand as a symbol on campus to promote and celebrate our diversity. The Diversity Lounge is currently located in Room 2076 of the UEC Building.

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

Sewell Location

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



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

residency program directors and serve as outpatient continuity training sites for several residency programs in our area.

Public Safety can be reached in the following ways:

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

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

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

AED is located in the atrium on the second floor.

Learning Commons at Sewell

The Sewell campus library is available to all Rowan-Virtua SOM students and authorized Rowan-Virtua SOM faculty and staff. There is 24/7 access to the 2nd floor and to the Learning Commons via Rowan ID card access. Rowan-Virtua SOM Sewell, 2nd Floor, 1474 Tanyard Road, Sewell, NJ 08080 | (856) 566-6354

History of Rowan University

<https://www.alumni.rowan.edu/s/1653/02-alumni/index.aspx?sid=1653&gid=2&pgid=379&sparam=history&scontid=0>

History of Rowan-Virtua School of Osteopathic Medicine

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

Housing

Rowan-Virtua SOM in collaboration with Rowan University, offers apartment housing for our medical students on the Rowan University Glassboro campus at 57 North Main Street, Glassboro, NJ. The fully furnished apartments provide a comfortable, quiet setting for Rowan-Virtua SOM students. To view a video of the apartments at 57 North Main Street, click here [57 North Main | Rowan University | Nexus Properties \(youtube.com\)](#).

Housing Application: To apply for housing, please click on the link below.

<https://www.nexusglassboro.com/student-housing>

Rowan University Police 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 or Sewell 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 or Sewell 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 at the Stratford campus between the hours of 8:00 a.m. to 4:00 p.m.

Contact Numbers

Rowan Univ. Police Emergency 856-256-4911

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

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

Emergency Telephone Call Boxes

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

Automated External Defibrillators (AED)

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

Academic Center (AC) 1st

Floor lobby near Admissions

2nd Floor hallway across from elevator, and Wellness Center, behind check in-counter

3rd Floor lobby, by Dean’s Office entrance

University Educational Center (UEC)

1st Floor lobby across from Logistical Services between doors leading to exit and stairs 2nd Floor lobby by

stairwell #3

Science Center (SC)

1st Floor lobby near classroom 145

2nd Floor lobby near stairwell A

3rd Floor across from room 390

Rowan Medicine Building (RMB)

1st Floor lobby near public safety desk

2nd Floor lobby near family medicine across from elevators

3rd Floor lobby across from elevators

Rowan Medicine Building Sewell Campus

2nd Floor near large classroom in atrium

❖ Applying to Rowan-Virtua SOM

ADMISSIONS

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

Academic Requirements

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

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

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

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

Summary of Undergraduate Courses	Minimum Semester Hours
<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 Rowan-Virtua SOM. If verification of grades is needed, the Admissions Staff will obtain the necessary documentation from the AACOMAS application service.

Prerequisites

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

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

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

Admissions is offered on a rolling basis. Deadline for submission of the primary application is February 1st. The deadline for the submission of the supplemental application and required letters of recommendation is February 15th.

Accepted Students Day

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

Application Procedures

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

<https://choosedo.org/how-to-apply/>

AACOMAS

You can contact AACOMAS at the address or phone number listed below.
7700 Old Georgetown Road, Suite 250, Bethesda, MD 20814

Telephone: (301) 968-4100 | Fax: (301) 968-4101

Ordinarily, AACOMAS processes applications in four to six weeks.

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

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

Admission Procedures to Apply to the Synergistic Guided Learning or Problem-Based Learning Tracks

Applicants to Rowan-Virtua SOM may designate their curriculum choice (PBL or SGL) on the required secondary application. Once accepted into either track, there are no changes. For further information about PBL or SGL, please contact:

For PBL: Deanna Janora, MD, Director PBL Program; (856) 566-6734; janoradm@rowan.edu

For SGL: Jennifer Fischer, PhD, Assistant Dean of Pre-Clerkship Curriculum; (856) 566-6919; fischeje@rowan.edu

Combined Degree Programs

BS/DO Degree

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

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

DO/JD Program with Rutgers University School of Law

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

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

DO/MBA Program with Rowan University Rohrer College of Business

The Rowan-Virtua School of Osteopathic Medicine, in conjunction with the Rohrer College of Business of

Rowan University, offers a program leading to a dual degree of a Doctor of Osteopathic Medicine (DO) and a Master of Business Administration (MBA).

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

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

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

DO/MPH Program with Rutgers University School of Public Health

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

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

Dual Degree Programs

DO/PhD Program

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

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

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

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

DO/PhD Program with the School of Biomedical Engineering

A new joint DO/PhD is offered in conjunction with the School of Biomedical Engineering at Rowan University. The first of its kind in the country, this unique program is a physician engineer training program providing advanced education and training in engineering research and osteopathic medicine. It is a joint program from the Department of Biomedical Engineering (BME), Henry Rowan College of Engineering (HRCOE), and the School of Osteopathic Medicine (SOM) at Rowan University. The mission is to educate leaders in the medical profession that can utilize their engineering and research skills as independent investigators to develop innovative solutions to pressing medical problems. The program has an integrated framework with an emphasis on integrating medical and graduate engineering education and training.

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

Dr. Diane Langford, Interim Dean
Rowan-Virtua School of Translational Biomedical Engineering and Sciences
(856) 566-2862 | langford@rowan.edu

Commitment to Underrepresented Minority, and Educationally and Economically Disadvantaged Students

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

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

Confidentiality Policy

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

Criminal Background Check (CBC)

Purpose

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

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

Process for Conducting and Reviewing Background Checks

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

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

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

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

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

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

Occasionally, criminal background checks may be required by some hospitals just prior to a clinical rotation. If

that occurs, students will be responsible for the cost of additional background checks.

Internal Process for Evaluation of Criminal Background Checks

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

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

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

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

For students who matriculate at Rowan-Virtua SOM, the portion of the admissions file that is forwarded to the Registrar's Office to begin the student's academic file will include a notation that a pre-admission background check was conducted and reviewed, and that a final offer of admissions was made after that review. Records related to background report for applicants who do not successfully matriculate, but for whom a background check is released to Rowan-Virtua SOM, shall be maintained with the applicant's admissionsfile 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 no later than ten (10) working days following the event.**

Essential Functions for Admissions, Matriculation, Promotion and Graduation

The Rowan-Virtua School of Osteopathic Medicine is committed to the admissions and matriculation of qualified candidates who represent our diverse national population. We strive to select candidates who can satisfy the academic and performative standards, meet the essential functions, and are well prepared to enter residency and complete licensure requirements. We are also committed to fostering an inclusive and accessible environment for all students and ensuring that students have access to all university facilities, technology, and information needed to have an equal opportunity to succeed in their education.

Admitted and/or enrolled candidates with disabilities are encouraged to reach out to our Accessibility Service staff where their request will be confidentially reviewed to determine what reasonable accommodations or alternative mechanisms could permit the candidate to satisfy the standards. If you are an applicant with a disability who may require accommodations in our program, you are welcome to reach out to Jackie Giacobbe at giacobja@rowan.edu or 856-566-6980 for a confidential consultation. Additional information is also available on the Academic Affairs website:

<http://som.rowan.edu/education/academic>

Because the DO degree signifies that the holder of such a degree is prepared for entry into the practice of medicine within postgraduate training programs, it follows that graduates must have the knowledge, skills, and attitudes to function in a broad variety of clinical situations and to render a wide spectrum of patient care. To carry out the activities described below, candidates for the DO degree must be able to develop deep foundational knowledge of medicine, the ability to apply outstanding clinical skills, effective and efficient data interpretation skills, and clinical decision-making across a broad spectrum of medical situations in all settings. Critical skills needed for the successful navigation of didactic and clinical experiences are outlined below.

Observation

Candidates and students must be able to observe demonstrations, experiments, and laboratory exercises in the basic sciences, including but not limited to the dissection of cadavers, examination of specimens in anatomy, pathology, and neuroanatomy, microscopic study of both normal and pathologic organisms and tissues. Candidates and students will be required to observe a patient accurately, interpret radiographs and other graphic images and digital or analog representations of physiological phenomena (such as EKG's), assess findings, and develop a diagnostic and treatment plan. Consistent with being able to assess asymmetry, and range of motion, and tissue texture changes, it is necessary to have adequate observational 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 with patients, their families, colleagues, and all members of the healthcare team. They must be able to establish a therapeutic relationship with patients, obtain a medical history, record information accurately, maintain comprehensive and timely medical records, and communicate effectively in speech, writing and listening in various patient settings.

Motor

Candidates and students should have the capacity to perform all medical, diagnostic, and surgical procedures required to provide patients with general care, emergency care, and osteopathic treatment. Students should be able to assist patients in positioning for osteopathic procedures. They must adhere to universal precaution measures and meet safety standards applicable to inpatient and outpatient settings and other clinical activities.

Professionalism

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

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

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

Intellectual, Conceptual, Integrative and Quantitative Abilities

Candidates must have sufficient cognitive abilities and effective learning techniques to assimilate the detailed and complex information presented in the medical student curriculum. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction; small group, team and collaborative activities; individual study; preparation and presentation of reports; use of computer technology; medical simulation; clinical encounters; coaching; and personal reflection.

Candidates must be able to memorize, measure, calculate, reason, analyze, synthesize, and communicate their knowledge and reasoning. They must recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events. They must be able to formulate and test hypotheses consistent with the scientific method that enables effective and timely problem-solving in diagnosis and treatment of patients in a variety of clinical modalities. They must be able to make timely, prudent, informed, and defensible decisions in the best interests of patients.

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 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 an objective 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.

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 to determine whether the student is fit to pursue the educational program. If the student is deemed able to fulfill all Essential Functions, the School reserves the right to require actions recommended by the health care provider or other evaluator, including further testing, counseling, monitoring, leave of absence, or such other requirements as the School deems appropriate.

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

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

procedures for review of academic actions.

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

Immunization and Health Requirements

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

EXHIBIT A

Summary of Student Immunization and Health Requirements*

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

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

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

COVID -19 Vaccination Process

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

health requirements listed above.

Policy on Tuition and Fees

Tuition and fees for each semester are payable in advance, with the expectation that bills are paid by the semester billing due date. A Deferred Tuition Payment Plan is available if full payment is not possible by the due date. Students who fail to pay their bill in a timely manner may be subject to holds and late fee(s). For more information on how to view and pay your bill, please visit the Office of the Bursar web site. <https://sites.rowan.edu/bursar/>

With the exception of military leave, students in Rowan-Virtua SOM who withdraw, take an official leave of absence, or are dismissed from the University during the first third of the semester will be granted a 75% tuition refund and are responsible for payment of 25% of tuition for the semester. All students must sign the Student Financial Responsibility Agreement **each calendar year**. Additional information can be found on the Bursar's Office website. <https://sites.rowan.edu/bursar/>

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.

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

New Jersey Residency Policy and Eligibility for In-State Tuition

<https://confluence.rowan.edu/display/POLICY/New+Jersey+Residency+Policy+and+Eligibility+for+In-State+Tuition>

Student Body

The total enrollment in the 2023–2024 academic year was 1022; of this total, 557 are women, 461 are men and 4 non-binary; and 598 are from minority groups, 170 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 & Student Services and the Assistant Dean for Pre-Clerkship Curriculum both review transfer student applications to determine the equivalency of course work. If there is a deficiency in comparison to the curriculum at Rowan-Virtua SOM, independent summer course work prior to a second-year transfer or additional coursework during the academic year may be necessary to meet the Rowan-Virtua SOM required competencies.

1. Eligibility for transfer

- a. 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.
- b. Applicant may request a transfer into the second (2nd) year pre-clerkship or beginning of the second/third (2nd/3rd) clerkship year class.
- c. Students transferring into the 2/3rd year class of required clerkships must have a passing COMLEX score to be considered.

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

- a. A letter officially requesting the transfer along with the reason for the transfer request
 - b. Official transcripts from each institution in which the applicant matriculated, including: Undergraduate, graduate school and medical school transcripts, including grades from all Programs attended
 - c. Detailed course descriptions and syllabi of all courses they've completed at their current medical school
 - d. Official copy of MCAT score(s)
 - e. If requesting a transfer into the 2nd/3rd year class, they must submit the results of their COMLEX-Level 1 score.
 - f. Pay and sign a release for a Criminal Background Check
 - g. Note: If an applicant has previously applied to Rowan-Virtua SOM the admissions office will obtain their AACOMAS application from the application cycle in which they applied, along with their previous letters of recommendation, transcripts and MCAT scores.
3. Transfer requests will not be granted to applicants for the following reasons:
 - a. The student is not in good academic standing at their current institution
 - b. The student has failed their COMLEX Level 1 exam
 - c. The student was interviewed and rejected by the Admissions Committee on a previous application to Rowan-Virtua SOM
 - d. The class enrollment is at capacity
4. Transfer requests may be granted if the following is verified:
 - a. The applicant is in good standing
 - b. Any student applying for a transfer has a satisfactory face-to-face or video interview
 - c. A letter from the appropriate Dean verifying that the student has no honor code or non-Academic disciplinary actions
 - d. The student passed their COMLEX Board Exam (if requesting a transfer into clerkship 2nd/3rd year)
 - e. The student has cleared a criminal background check
 - f. It has been determined by the Senior Associate Dean for Academic Affairs & Student Services that there is space available in the class in which the student is being considered. The Assistant Dean for Pre-Clerkship Curriculum can make that determination along with Registrar if the Senior Associate Dean for Academic Affairs & Student Services is not available.

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 & Student Services will make a decision regarding the deferment. The Chair of the Admissions Committee will be consulted if the Senior Associate Dean for Academic Affairs &

- Student Services is not available.
6. The Applicant may appeal unfavorable decisions to the Dean.
 7. No Deferments will be considered within two weeks of the registration date.
 8. A Deferment, when granted, is for one year only. Should an applicant need additional time, they would be required to reapply to the school.
 9. Note that job commitments do not qualify as a reason for deferment.

Tuition and Fees

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

Applicant Fees

Tuition Deposit \$500.00 (Nonrefundable)

Each student selected for admission is given notice of favorable action on their application and is required to submit their acceptance deposit according to AACOMAS Traffic Guidelines found here: <https://www.aacom.org/become-a-doctor/apply-to-medical-school/aacomas-traffic-guidelines> (After May 15, accepted students are asked to submit an immediate deposit).

Rowan-Virtua SOM Costs of Attendance/Tuition & Fees for AY 2024-2025 (per academic year):

	NJ Resident	Non-NJ Resident
Tuition	\$46,860.00	\$74,368.00
General Services Fee	\$745.00	\$745.00
Technology Fee (1 st & 2 nd years)	\$341.00	\$341.00
Technology Fee (3 rd & 4 th years)	\$341.00	\$341.00
Medical Kits (1 st year only) (AY19-20)	\$1,125.00	\$1,125.00
Computer Fee (1 st year only)	\$1,220.00	\$1,220.00
Question Bank Fees (approximate) (\$239 billed year 1, \$499 billed year 2 and \$823 billed year 3)	\$1,561.00	\$1,561.00
Health Insurance Fee*(AY24-25)	\$6,676.00	\$6,676.00
Disability Insurance Fee	\$56.00	\$56.00
Graduation Application Fee (4 th year only)	\$100.00	\$100.00

*Health Insurance is an annual payment for single student negotiated by the University in June of each year; cost for AY24-25 is \$6,676. Automatic enrollment in the student health plan offered through the University or completion of the online waiver indicating comparable coverage through an approved plan. https://www.universityhealthplans.com/letters/letter.cgi?group_id=559

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

and Rowan-Virtua SOM Residency Statement

<https://confluence.rowan.edu/display/POLICY/New+Jersey+Residency+Policy+and+Eligibility+for+In-State+Tuition>

❖ Curriculum

Medical Education at Rowan-Virtua SOM

Introduction to the Tensegrity Curriculum

The Rowan-Virtua School of Osteopathic Medicine (Rowan-Virtua SOM) is dedicated to providing

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

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

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

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

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

The four-year curriculum is divided into pre-clerkship and clerkship requirements.

Overview of the Four Year Curriculum

Year I-II Program - Pre-Clerkship

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

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

SGL	PBL
Circular Pass	Double Pass
OCS (SGL Version)	OCS (PBL Version)
Both Tracks Together	
Medical Scholarship	

Community Service Learning and Leadership
Intersessions
BRIDGE Weeks

System Blocks:

SGL Track

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

PBL Track

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

Block Content (applies to both tracks)

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

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

Intersession/Intensive Week

Intersessions occur in years 1 and 2 traversing pre-clerkship and clerkship sections of the curriculum. Both the SGL and PBL tracks will participate in intersessions/intensive weeks. In the pre-clerkship these will occur during year 1. They are:

OMS I
Medical Scholarship Intensive Week
Health Systems Science I

Year Long Courses

Osteopathic Clinical Skills I and II

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

Longitudinal Courses

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

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

Community Service Learning and Leadership (CSLL) I - III

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

Medical Scholarship I - IV

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

Year II-III Clerkships

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

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

Year Four

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

The fourth-year schedule includes ten weeks of “flex time,” which allows students greater flexibility in scheduling residency interviews, while also accommodating off-cycle electives at other institutions. Students must take two weeks of flex time between mid-October and January 31st of their fourth year for interviews and application preparation. It can also be used to do additional elective rotations if desired by the student.

Pre-Clerkship Curriculum

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

The Pre-Clerkship Track Formats

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

The SGL track is largely lecture based and has an organ-based format. Students who prefer more structure to their curricular content, and more flexibility in their day-to-day schedule 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 diagnoses and treatments. For example, basic science sessions centered on normal regulation of blood pressure are followed by clinical sessions centered on evaluation and management of hypertension. This allows the relevance of basic sciences to be immediately apparent to the learner, allows for more team teaching by clinical and basic science faculty and reduce redundancy.

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

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

What is Problem-Based Learning?

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

The PBL Group Process

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

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

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

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

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

PBL and SGL Curriculum System Organization

PBL Track

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

Year One

- Musculoskeletal System
- Immunology/Dermatology
- Gastroenterology
- Neuroscience I
- Pulmonology I
- Cardiology & Nephrology I
- Endocrinology/Reproduction 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/Oncology
- Cardiology/Nephrology/Pulmonology II
- Gastroenterology & Endocrinology/Reproduction II
- Neuroscience & Behavior Health

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

Synergistic Guided Learning Track

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

Year One

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

Year Two

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

Four-Year Curriculum Summary

<u>Year 1 SGL</u>		
<u>Fall Semester</u>	<u>Course Title</u>	<u>Instructional Hours</u>
	Integrated Musculoskeletal Anatomy	66
	Biomedical Foundations	90
	Rheumatology & Dermatology	30.5
	Brain and Behavior A*	40.5
	Community Service Learning and Leadership I A	26
	Medical Scholarship I A	32.5
	Osteopathic Clinical Skills I A	56
<u>Spring Semester</u>	Brain and Behavior B*	114
	Health Systems Science I	16
	Cardiology	92.5
	Community Service Learning and Leadership I B	21.5
	Medical Scholarship I B	5
	Osteopathic Clinical Skills I B	48.5
	Year 1 Total Instructional Hours	639
<u>Year 2 SGL</u>		
<u>Fall Semester</u>	<u>Course Title</u>	<u>Instructional Hours</u>
	Hematology, Pulmonology & Nephrology	125.5
	Endocrinology & Reproductive	87.5
	Gastroenterology & Nutrition A	70
	Community Service Learning and Leadership II	24.5
	Medical Scholarship II	35
	Osteopathic Clinical Skills II	58
<u>Spring Semester</u>	Gastroenterology & Nutrition B*	4
	Life Span: Pediatrics and Geriatrics	37
	Epidemiology and Biostatistics	7
	Year 2 Total Instructional Hours	449
	Total Instructional Hours	1088
<u>Year 1 PBL</u>		
<u>Fall Semester</u>	<u>Course Title</u>	<u>Instructional Hours</u>
	Pulmonology I	75
	Cardiology & Nephrology I	100
	Gastroenterology I	70
	Community Service Learning and Leadership I A	26
	Medical Scholarship I A	32.5
	Osteopathic Clinical Skills I A (PBL)	56
<u>Spring Semester</u>	Endocrine/Reproductive I	80
	Neuroscience & Musculoskeletal Sys	85
	Immunology/Rheumatology	45

	Health Systems Science I	16
	Community Service Learning and Leadership I B	21.5
	Medical Scholarship I B	5
	Osteopathic Clinical Skills I B (PBL)	48.5
	Year 1 Total Instructional Hours	660
Year 2 PBL		
Fall Semester		Instructional Hours
	Hematology & Oncology	75
	Cardiology/Nephrology/Pulmonology II	100
	Gastroenterology & Endocrine/Reproductive II	80
	Neuroscience & Behavioral Health A*	30
	Community Service Learning and Leadership II	24.5
	Medical Scholarship II	35
	Osteopathic Clinical Skills II A (PBL)	45
Spring Semester	Neuroscience & Behavioral Health B*	35
	Osteopathic Clinical Skills II B (PBL)	13
	Epidemiology and Biostatistics	7
	Year 2 Total Instructional Hours	445
	Total Instructional Hours	1105

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

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

Subspeciality		4
Electives		20
Medical Humanities	Throughout Year Four	
Medical Scholarship	Throughout Year Four	
Osteopathic Principles and Practice	Throughout Year Four	
Transition to Residency		2
Total Weeks of Instruction		30
*Core Rotations		
**Critical Care can include ICU, NICU, PICU, and SICU.		

Integration of Basic Science, Clinical Medicine and OMM

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

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

Pre-Clerkship Evaluation

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

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

Grading

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

FIRST YEAR CLASS SCHEDULE AND EXAM SCHEDULE

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

FIRST YEAR COMMON COURSE DESCRIPTIONS (PBL and SGL)

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

Kristin Bertsch, PhD, Course Director

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

OST 6150M - Health Systems Science I Intersession

TBD, Intersession Director

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

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

Kate Whelihan, MPH, CPH, Course Director

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

SGL FIRST YEAR COURSE DESCRIPTIONS

CBIO 6100M - Integrated Musculoskeletal Anatomy

Nicole Robinson, M.S., Block Director

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

MBIO 6200M - Biomedical Foundations

Susan Muller-Weeks, PhD, Course Director

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

MED 6300M - Rheumatology and Dermatology

Michael Guma, MD and Dawn Shell, PhD, Block Directors

The Rheumatology and Dermatology Block provides students with a broad-based education about immune-mediated diseases, infectious diseases, and malignancies involving the skin, joints, and musculoskeletal system. This will include an extension of information learned about the immune system, the integument, musculoskeletal system, and pathogenic microorganisms, in Integrated Musculoskeletal Anatomy and Biomedical Foundations. In this block, students will begin to learn how to apply their basic science knowledge about these systems to the prevention, diagnosis, management, and treatment of disease as it pertains to dermatologic and rheumatologic conditions. This block also includes an introduction to medical problem solving through case-based learning and a presentation on systems review as it pertains to patient history.

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

Alexandra Ranieri-Deniken, PhD, Block Director

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

MED 6500M - Cardiology

Peter Bulik, DO and Dawn Shell, PhD, Block Directors

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

incorporates the comprehensive services of disease prevention, early detection and health promotion.

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

Jennifer Fischer, PhD, Course Director

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

PBL FIRST YEAR COURSE DESCRIPTIONS

PBL 6001M Pulmonology I

Hristo Houbaviy, PhD, Block Director

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

PBL 6002M Cardiology and Nephrology I

James Martin, PhD, Block Director

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

PBL 6003M Gastroenterology I

Shawna Rotoli, PhD, Block Director

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

PBL 6004M Endocrinology/Reproduction I

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

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

PBL 6005M Musculoskeletal System I

Jeffery Powers, PhD, Block Director

This block will provide PBL students with a broad-based education in the anatomy, physiology, and disease states of the musculoskeletal system. Content will cover the normal structure, physiology, histology, and function of the musculoskeletal system and the pathogenesis, diagnosis, and treatment of musculoskeletal pathologies. This block

will also cover basic anatomy and physiology of the peripheral nervous system and its associated pathologies. The comprehensive services of disease prevention, early detection and health promotion is incorporated as the case studies inherently create an opportunity to learn and explore the topic.

PBL 6007M Neuroscience I

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

This block will provide PBL students with a broad-based education in neuroscience and neurologic disease states. Content will cover the normal structure, physiology, histology, and function of the neurologic system and the pathogenesis, diagnosis, and their disease states such as stroke, movement disorders, demyelinating diseases, seizures, headache, brain tumors, CNS infection, vasculitis, and dementia, and pain management, etc. The comprehensive services of disease prevention, early detection and health promotion is incorporated as the case studies inherently create an opportunity to learn and explore the topic.

PBL 6006M Immunology/Dermatology

Kate Miliani, PhD, Block Director

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

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

Nils Brolis, DO, Nicole Streeks-Wooden, DO, and Danielle Cooley, DO, Course Directors

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

SECOND YEAR CLASS SCHEDULE AND EXAM SCHEDULE

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

SECOND YEAR COMMON COURSE DESCRIPTIONS (PBL and SGL)

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 fundamental community needs assessments and interventions. In this course students will work in groups to design and execute a community needs assessment as well as propose an intervention for an identified community.

OST 7130M Medical Scholarship II

Venkateswar Venkataraman, MS, PhD, Course Director

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

OST 7170M Epidemiology and Biostatistics

Daniel J. Hurst, PhD, Course Director

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

OST 7150M Health Systems Science II

TBD, Intersession Director

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

OST 7651M MS II BENCHMARK OSCE

The Benchmark OSCE is a 4-station standardized patient based examination taken by all MS2 students at the end of the 2nd year. Cases are based on common complaints which are seen in either outpatient or emergency room settings. Across the encounters, students must demonstrate interpersonal communication skills, collecting a history/performing a physical examination, and SOAP note documentation. All students who take the OSCE also receive 30-minutes of 1:1 faculty feedback. Students who do not Pass the OSCE must receive additional faculty coaching and retake part of the examination.

SGL SECOND YEAR COURSE DESCRIPTIONS

OBG 7200M Endocrinology and Reproduction

Cassandra Autry, MD, FACOG, Course Director

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

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

Deborah Podolin, PhD and Greg Wehrman, PhD, Course Directors

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

MED 7100M Hematology, Pulmonology, and Nephrology

Jennifer Fischer, PhD and Jack Goldberg, MD, Course Directors

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

OST 7500M Life Span: Pediatrics and Geriatrics

Tanya Kadrmas-Iannuzzi, DO and Jesse Abesh, DO, Course Directors

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

OST 7140M Osteopathic Clinical Skills II

Danielle Cooley, DO, Course Director

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

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

OST 8100M Individual Learning Course

Jennifer Fischer, PhD, Course Director

The goal of this course is to support independent student learning in preparation for high stakes exams such as COMLEX I. This course will include content review of various disciplines important to the delivery of primary health care and community health services.

PBL_SECOND YEAR COURSE DESCRIPTIONS

PBL 7006M Hematology and Oncology

Lakshman Segar, PhD, Block Director

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

PBL 7002M Cardiology, Nephrology, and Pulmonology II

Louis Papa, DO, Block Director

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

PBL 7003M Gastroenterology/Endocrinology/Reproduction II

Isha Suthar, DO, Course Director

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

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

Marianne Sturr, DO, Block Director

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

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

Danielle Cooley, DO, Course Director

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

BRIDGE Weeks

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

BRIDGE week activities include combinations of several core elements:

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

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

Areas of Distinction (AODs)

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

Areas of Distinction currently exist for the following topics:

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

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

Clerkship Years 2-4

Overview Year II (Clerkship) -Year III

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

Intersessions

Intersessions occur in years 1 and 2 traversing pre-clerkship and clerkship sections of the curriculum. In the clerkship curriculum these will occur during year 2. They are:

OMS II
Human Sexuality
Aging Successfully
End of Life Care
Health Systems Science II

The Clerkship Years 2-3 focus more on clinical education and are the same for all students. Students learn patient care, develop clinical technical skills and serve as members of a medical team.

Students spend time with clinical faculty in the AtlantiCare in Atlantic City, NJ; CarePoint Health in Jersey City, Hoboken, and Bayonne; Atlantic Health System in Morristown, Summit, and Newton, NJ; CentraState in Freehold, NJ; Christiana Care Health System in Newark and Wilmington, DEC, and Hackensack Meridian Health in Brick and Manahawkin, NJ; Holy Name Medical Center in Teaneck, NJ, Inspira Health Network in Vineland and Mullican Hill, NJ; St. Joseph's Medical Center in Paterson, NJ, Jefferson Health hospitals of Stratford, Cherry Hill and Washington Township; Tidal Health in Salisbury, MD and Virtua Health System campuses in Camden, Mt. Holly, Willingboro, Voorhees, and Marlton, NJ.

Currently, clerkship students spend time in ten core/required specialty rotations (Family Medicine, Internal Medicine, Pediatrics, OB/GYN, Psychiatry, Geriatrics, General Surgery, CSSL, OMM, and Neuromuscular and Pain Medicine), where they learn basic clinical procedures and standard operating procedures of the hospital and office practice. Radiology is woven throughout the core rotations via online Aquifer case modules, so students can learn radiographic concepts in a discipline-based context. There is also a 4 week elective during the clerkship year.

Instructional Goals

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

1. Rowan-Virtua SOM students engaged in patient care activities shall at all times be supervised by a duly licensed member of the clinical faculty who retains privileges for the scope of care being provided. Faculty or a similarly credentialed designee (resident or fellow with approved privileges) must be immediately available in the facility where the learning activity is taking place. Students who have demonstrated competence to the faculty may perform patient histories and physical examinations without immediate supervision if directed to do so by faculty.
2. Rowan-Virtua SOM students may perform such additional tasks as may be directed by supervising faculty upon demonstrating competence to perform those tasks. In most instances, the provision of patient care shall require the immediate presence of a duly credentialed supervising provider who has ascertained the students' level of knowledge, skill and proficiency.
3. Students who fail to follow procedures for clinical supervision may be removed from patient care activities at the discretion of the course/clerkship director or assistant dean of clinical education and referred to the SAPC for disciplinary review.
4. Faculty who fail to observe the supervision policy may be removed from participation in training

medical students and may be further subject to disciplinary action as determined by the Dean or CMO/DIO of their hospital system.

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

Hospital/Track Request System

Our clinical training sites are located across New Jersey, Maryland and Delaware; this sometimes requires students to relocate to a community closer to the hospital site where they wish to train. The process of choosing your Clerkship hospital site and the exact “track” (the scheduled order in which your clerkships will be done), is through a “lottery” type system. In November or December of the second year, students are invited to participate in the Hospital/Track Request System through our curriculum management program, One45, which allows them to rank the participating hospital systems at which they wish to be assigned. The system randomly selects and assigns students to a hospital and track site based on the rank order list the student submitted. The Department of Clinical Education reserves the right to (re)assign students to Hub sites when necessary.

Clerkship Years Policies

Requirements to be completed before being able to begin rotations:

Health Insurance Portability and Accountability Act of 1996 (HIPAA) Training

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

Urine Drug Screen

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

EPIC EMR Training

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

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

BLS/ACLS Certification

All students will be offered a free BLS and ACLS course during the Clinical Skills Course. Certification in both BLS and ACLS are required by our hospital partners as a condition of your ability to rotate there for your clerkships. This is the only time these certifications are offered as part of your medical education. Any renewals/recertifications will be at the expense of the student.

Background Check

Certain hospital sites require a comprehensive background check to be completed within one year of starting your clinical rotations. The Department of Clinical Education will help coordinate the completion of this requirement for those affected. Any further required background checks for 4th year rotations will be at the expense of the student.

Required Trainings/Forms

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

General Duties on Clinical Rotations

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

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

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

On-Call Responsibilities

On-call responsibilities are an essential part of the clinical rotation. On-call assignments are intended to provide students with opportunities to be active participants in patient management, under the direct supervision of the affiliated site house staff.

Students on call are under the direct supervision of the intern/resident/nocturnist on duty for the service to which the student is assigned. 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 assignment is considered part of the rotation. A student who does not report for call will be considered "incomplete" for the rotation. The Clerkship Director will determine the procedure for remediating a missed on-call assignment. Frequency of call varies by clerkship.

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

Fourth Year Elective Criteria Policy

In order to qualify as an elective for academic credit the following criteria must be met:

- Students are expected to spend a MINIMUM of 30 hours per week in educational activities.
- Students MUST have some autonomous patient care responsibilities such as taking a history and/or doing a physical exam throughout the elective.
- Students should also have the opportunity to perform procedures under direct supervision.
- Strict observation will not qualify for academic credit.

Preceptors will get an email which includes the criteria for elective credit and the absence policy when the student submits the Request for Clerkship Application.

Year 2-3 Course/Clerkship Descriptions

PSYC 7400M Human Sexuality

Steve Scheinthal, DO, Intersession Director

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

Goals of this curriculum include;

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

GERI 7700M Aging Successfully

Kevin Overbeck, DO, Intersession Director

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

GERI 7600M End of Life Care

Paul Bryman, DO, Intersession Director

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

OST 7180M Clerkship Clinical Skills

Michele Tartaglia, DO, Course Director

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

FMED 8101M Community Service Learning and Leadership III

Kristin Bertsch, PhD, Course Director

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

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

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

FMED 8102M Family Medicine

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

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

MED 8202M General Internal Medicine

Suzanne Shenk, DO, Clerkship Director

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

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

GERI 8122M Geriatrics

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

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

Students learn to perform a comprehensive geriatric assessment including history and physical exam, functional assessment, mental status exam, and psychosocial evaluation on elderly patients in each clinical setting. They practice the appropriate use and interpretation of specific assessment tools (e.g., Folstein's Mini Mental Status Exam, Beck Depression Inventory and Katz Physical Self Maintenance Scale) and diagnostic and laboratory tests;

create differential diagnoses based on identified problems; and outline a plan of care which is appropriate and optimizes patient function. They learn to adapt communication techniques to compensate for specific needs and/or deficits of the elderly patient.

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

OST 8130M Medical Scholarship III

Venkateswar Venkataraman, MS, PhD, Course Director

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

OST 8420M Neuromuscular Medicine and Pain Management

Tyler Pigott, DO, Clerkship Director

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

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

OBG 8252M Obstetrics and Gynecology

Sophia Vogiatzidakis, DO, Clerkship Director

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

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

OSCI 8270M Osteopathic Manipulative Medicine

Danielle Cooley, DO, Clerkship Director

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

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

PEDS 8302M Pediatrics

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

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

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

PSYC 8342M Psychiatry

Salvatore Messina, DO, Clerkship Director

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

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

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

SURG 8382M Surgery / Anesthesiology

Alissa Brotman-O'Neill, DO, Clerkship Director

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

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

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

Clerkship Year 2-3 Elective

Students get to choose one four-week rotation or two two-week rotations in any clinical medical specialty or subspecialty for their clerkship year elective rotation. Of note, the availability of certain rotations/specialties differs by hospital site. The rotation has no specific syllabus as it is a pure elective and meant to be a clinical experience that exposes the students to specialties, they may not have the opportunity to be exposed to in their core clerkships but may want to pursue as a career. The student's grade will be entirely from the Preceptor Evaluation of the Student. The elective is scheduled no earlier than the third month of the clerkship year to ensure students have some clinical exposure and foundation.

OST 89009M MS III Capstone OSCE [Note: formerly called CLINICAL SKILLS COMPETENCY EXAMINATION (CSCE)]

Nils Brolis, DO, Course Director

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

Rowan-Virtua SOM Clerkship Coordinators

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

EM, ICU
Family Medicine
General Internal Medicine

Celia Cinquino (856)566-6023
Sara Espinosa (856) 566-6085
Yvette Flanagan (856) 566-2742

Geriatrics
Neuromuscular Medicine and Pain Management
Obstetrics and Gynecology
Osteopathic Manipulative Medicine
Pediatrics
Psychiatry
Surgery/Anesthesiology
CSLL

Jo-Ann Niedbalski (856) 566-6882
Alejandra Coe (856) 325-3919
Diane Biello (856) 566-7098
Alejandra Coe (856) 325-3919
Denise Hauger (856) 582-2372
Heather Glenn (856) 482-9000
Diane Biello (856) 566-6898
TBD

Hospital Contacts

AtlantiCare Regional Medical Center

Director of Medical Education
Medical Student Coordinator

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

Bayonne Medical Center (CarePoint Health)

Director of Medical Education
Coordinator

(201) 858-5000
Antonios Tsompanidis, DO
Saba Nazir

Capital Health Regional Medical Center/Newton

Director of Medical Education
Coordinator

(609) 394-6768
Dr. Marissa Stabile
Emma Lee Morrison

CentraState Medical Center

Director of Medical Education
Coordinator

(732) 294-1989
Hammad Abdelquader, MD
Christine Easton

Christ Hospital (CarePoint Health)

Director of Medical Education
Coordinator

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

Inspira Health

Director of Medical Education
Coordinator

(856) 641-8661
Michael Geria, DO
Elizabeth Wright

Jefferson Health

Director of Medical Education
Coordinator

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

Morristown Memorial Hospital (Atlantic Health)

Director of Medical Education
Coordinator

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

Ocean Medical Center

Director of Medical Education
Coordinator

(732) 836-4345
David Kountz, MD
Angela Shand

Overlook Hospital (Atlantic Health)

Director of Medical Education
Coordinator

(908) 522-2852
Rebecca Griffith, MD
Tatiana Popov

Southern Ocean Medical Center

Director of Medical Education
Coordinator

(609) 978-8912
Jason Nemhad, MD
Joanne Zipfel

St. Joseph's Health

(973) 754-5629

Director of Medical Education
Coordinator

Virtua Health System

Director of Medical Education
Student Coordinator

Otto Sabando, DO
Ligaya Dy

(856) 325-3743

Anurhada Munshi, MD
Christine Connors

Fourth-Year Program

Instructional Goals

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

Clinical Instruction

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

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

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

Fourth Year Course Descriptions

EMED 9082M – Emergency Medicine

James Baird, DO, Clerkship Director

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

All students receive didactic instruction in core curriculum topics, including abdominal pain, airway management, altered mental status, chest pain, eye emergencies, facial and oral/dental trauma, multiple trauma, pediatric emergencies, respiratory emergencies, toxicology, and wound management. Students are required to complete a written exam at the end of the rotation.

Student's 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.

MED 9174M - Intensive Care Unit

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

OSCI 9270M/9271M – Osteopathic Principles and Practice IV A/B

Danielle Cooley, DO, Course Director

OPP4 is a predominately online course with one required in person session that runs during the fourth year of osteopathic medical school. OPP as defined by the American Association of Colleges of Osteopathic Medicine's (AACOM) Educational Council on Osteopathic Principles (ECOP) is a concept of health care supported by expanding scientific knowledge that embraces the concept of the unity of the living organism's structure (anatomy) and function (physiology). Osteopathic philosophy emphasizes the following principles: (1) The human being is a dynamic unit of function; (2) The body possesses self-regulatory mechanisms that are self-healing in nature; (3) Structure and function are interrelated at all levels; and (4) Rational treatment is based on these principles (Glossary of Osteopathic Terminology, 2011).

OST 9009M/9019M – Medical Humanities A/B

Daniel Hurst, PhD, Course Coordinator

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

OST 9130M – Medical Scholarship IV

Venkateswar Venkataraman, PhD, Course Director

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

OST 9180M - Transition to Residency (TTR)

Nils Brolis, DO, Course Director

Transition-to-Residency (TTR) is a 2-week course designed to prepare graduating MS4 students to start internship training. It is a mandatory course and delivered in a hybrid format, consisting of both virtual and in-person activities. As a mandatory course, all students are expected to attend all sessions. Teaching is largely hands-on and performed using standardized patient encounters, task trainers, mannequin simulators, and small groups. Topics covered include advanced communication skills, common and emergency medical scenarios, teamwork training, professionalism, and ultrasound/procedural skills. The course displays as a Pass/Incomplete on the transcript.

SUBSPECIALTY ROTATION

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

MED 8054M – Cardiology

The Cardiology rotation involves students integrating their pre-clerkship knowledge of the basic sciences and core academic content into the clinical setting. The service is provided to orient the student toward further education in cardiology and general internal medicine. Basic cardiac physiology will be reviewed and students exposed to the common pathologic conditions within the field. Students will get a deeper understanding of EKG reading and the proper ordering and interpretation of common lab and diagnostic tests.

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 9174M – Infectious Diseases

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

MED 9224M - Nephrology

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

MED 9234M - Neurology

The Neurology rotation allows students the opportunity to spend some time in outpatient settings while still being responsible for hospital inpatient consultations. Students are required to make teaching rounds, reviewing and comparing their evaluation with those of the medical residents on service and with the attending neurologist. This feedback provides the most valuable resource for the student refining their own clinical neurologic examination. During the time spent in the outpatient setting, the students are exposed to an increased patient volume, often with very interesting disorders not always seen in the hospital setting. Although more observational, the educational discussions associated with seeing these patients are very valuable to the students. Students are also responsible for attending morning rounds and any neurology presentations that occur, morning or noon time. The

basic text for the course is the Neurology Section of Harrison's Textbook of Medicine or the Cecil-Loeb Textbook of Medicine. Also, frequently used is Neurology for the House Officer.

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.

MED 8354M - 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.

PEDS 9302M - Pediatric Subspecialty

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

SURG 9382M – Surgery Subspecialty

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

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

ELECTIVES

In addition to the core clinical rotations, fourth-year students also must take a total of 20 weeks of elective rotations as part of the Year Four curriculum. The electives can be taken in nearly any clinical specialty with the approval of Academic Affairs.

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

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

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

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

SOM Elective Course descriptions

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

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

OST 9015M – Academic Medicine Elective **Millicent Channell, DO Course Director**

Academic Medicine is a multifaceted career path encompassing teaching medical trainees, conducting scholarly work, and providing patient care and service through individual, team, and leadership contributions. This 4-week elective introduces fourth-year medical students to the foundational concepts of Academic Medicine at both undergraduate and graduate levels. Students will gain insights into the roles of faculty and administrators in creating, administering, assessing, and improving the medical school curriculum. They will meet with academic deans, residency directors, and course directors to understand their responsibilities and contributions. Additionally, students will attend curricular meetings to observe the administrative processes in medical education. The course also includes an exploration of the history of academic medicine in America, providing contextual understanding of the field's evolution and current practices. This comprehensive introduction aims to equip future physicians with the knowledge and skills to excel in academic medicine.

OST 9003M BioMedical Ethics **Daniel Hurst, PhD, Course Director**

The objective of this clerkship is to provide students with a focused primer on biomedical ethics. This course focuses on understanding the basic tenets of traditional biomedical ethics theory and applying this within the clinical context, which is known as clinical ethics. Students will gain an understanding of major ethical theories, recurrent ethical issues encountered in the clinical environment, and begin to formulate ways to resolve ethical dilemmas.

OST 8100M Individual Learning **Jennifer Fischer, PhD, Course Director**

The goal of this course is to support independent student learning in preparation for high stakes exams such as COMLEX I. This course will include content review of various disciplines important to the delivery of primary health care and community health services.

Clerkship Applications

The Clerkship Application allows students to request both elective and Fourth Year 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 may result in no credit for that elective period. Clerkship Application form:

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

Policy on Scheduling and Canceling 4th Year Clerkships

Students must recognize that last-minute cancellation of electives and core clerkships creates a negative image of Rowan Virtua SOM and its students for numerous reasons. Last minute rotation cancellations interfere with the scheduling, planning and operation of our partner hospitals' educational programs as it does not allow sufficient time for partner hospitals to find a student to replace the canceled student. This results in an unfilled clinical training opportunity which prevents another student from having an experience at that site.

It must be understood that when a student applies for and is accepted by a partner hospital for elective and core clerkships, there is no guarantee written or implied that said student will receive consideration or be granted an interview for any of the partner hospitals' residency programs. Therefore, failure to receive an interview is an insufficient reason for a last-minute cancellation.

In order to maintain and preserve the professional image and integrity of both Rowan Virtua SOM and our students with our partner healthcare institutions the following policies have been adopted:

- Rowan Virtua SOM will require all applications for core and elective clerkships be submitted AT LEAST 30 days (one month) prior to the start date of the rotation to allow sufficient time for processing, acquisition of affiliation agreements, 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 the student's assigned Clinical Education Coordinator) 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 request permission in writing of the Assistant Dean for Clinical Education **BEFORE** canceling.
- 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 (as evidenced by the student's One45 schedule officially stating the rotation name and dates) will not be updated until a new Clerkship Application is submitted and processed by the Registrar's Office and the Department of Clinical Education.

- 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.

Other Curricular Requirements Core Topics in Fourth Year

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

Clerkship Contacts for Fourth-Year Rotation

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

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

Assistant Dean for Clinical Education	Michele Tartaglia, DO (856) 566-6010
Director of Clinical Education	Karen Baines (856) 566-6726
Clinical Education Program Coordinators	Kathleen Roderique (856) 566-6285
	Donna Dymond (856) 566-6235
	Amber Eadline (856) 566-6021
Clinical Education Program Office	TBD (856) 566-6010
Registrar	Stacey-Lynn Mulligan (856) 566-7055

❖ Academic Affairs & Student Services

Academic Affairs Policies and Programs

Dress Code for 1st and 2nd Year Students

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

- Students are expected to maintain high professional standards of dress and behavior. Clothing that is torn, even if the tear is part of the design, is not acceptable. Blue jeans, gym clothing, or other very casual attire is not appropriate for the clinical setting. Shorts, dresses or skirts more than 2 inches above the knee are also not acceptable.
- There should be no clothing with offensive or unprofessional images or wording.
- Shoes must be clean and functional for work responsibilities. Closed-toe shoes must be worn in patient related areas.
- Loose fitting clothes as outline in the course syllabi should be worn in OMM and ultrasound labs
- 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 possible disciplinary action.

Dress Code for Students During Clinical Years and on Clinical Experiences

Professional appearance and attitude are essential to good doctor-patient relationships. Students are expected to maintain high professional standards of dress and behavior.

- Hospital ID badges must be visible at all times. White coats are to be worn at all times in the hospital or clinical offices, even if wearing scrubs, unless you are otherwise directed by your preceptor. 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. Blue jeans, gym clothing, or other very casual attire is not appropriate for the clinical setting. Dresses or skirts more than 2 inches above the knee are also not acceptable.
- Scrub suits provided by the hospital 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).
- Shoes must be clean and functional for work responsibilities. **Closed-toe shoes must be worn in patient related areas.**
- Jewelry may be worn provided it does not interfere with patient care. Fingernails must be clean, neat and well-groomed at all times. Artificial nails are not permitted due to their harboring more bacteria than natural nails.
- The following articles of clothing are not acceptable in-patient care areas:
 - Blue jeans
 - Tee shirts
 - Sweatshirts
 - Halter tops
 - Shorts
 - Shirts with writing on them
 - Sandals or Flip Flops
 - Skirts/dresses more than two inches above the knee

In some rotations, the dress code of the hospital or office may be different than that of the school dress code. In those cases, the hospital/office dress code should supersede. **Any medical student who does not adhere to**

the dress code may be asked to leave the facility by a member of the medical staff, manager, or administrator. They may be permitted to return to the facility when the attire meets acceptable standards.

Email

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

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

Accessibility Services/Accommodation Requests

The Americans with Disabilities Act (ADA) 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 based on disability in any program or activity receiving federal financial assistance.

The Assistant Dean of Academic Services and Accreditation serves as a resource for students with disabilities and coordinates all accessibility services on the Stratford/Sewell Campuses. To request accommodations, students 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 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 **accommodations application process** can be found on the website:

<http://som.rowan.edu/education/academic>

Accommodations Form: https://rowan.co1.qualtrics.com/jfe/form/SV_exs8uONRMz1CQPY

If the student is denied accommodations *after* they have been deemed eligible by Academic Affairs, they should contact the Assistant Dean of Academic Services and Accreditation, giacobja@rowan.edu.

Students requesting accommodations who are dissatisfied with the decision of the Accessibility Services office may file a written grievance with SOM's Assistant Dean of Student Affairs within ten days of receiving the letter. All pertinent documentation supporting the grievance should be provided.

School Closing/Inclement Weather Notices

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

School closing information will also be published on the Rowan-Virtua SOM web page:

<https://sites.rowan.edu/publicsafety/emergencyservices/officeofemergency/weather/>

Students at Hub sites should follow the hospital policy if the weather differs by region. For example, if an affiliate hospital is open, because the weather is not as extreme there, please report to rotation as

scheduled. Students may contact the assigned clinical sites for further inclement weather procedures. In all cases, students are responsible for informing the clerkships of any absence or lateness.

Medical Student Performance Evaluation (MSPE)

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

Career Counseling Services

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

Computer Laptop Program

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

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

Rowan-Virtua SOM Medical Student Research

The Virtua Health College Office of Research (VHCOR) at Virtua Health College of Medicine and Life Sciences at Rowan University serves as the hub for all Rowan-Virtua SOM Medical Student Research. The Office of Medical Student Research (MSR) within VHCOR is a service-based entity that provides all forms of research support to Rowan-Virtua SOM students in good academic standing throughout the medical school experience. *Research can start as early as January of your first year.* Please go to the [MSR webpage](#) to begin your journey. Any Rowan-Virtua SOM student that does research while in medical school must complete the paperwork outlined below. **To participate in any form of research while enrolled as a student at Rowan-Virtua SOM, all students must complete the following steps:**

1. Complete the [SOM Medical Student Research Registration Form](#) for basic information about your research interests.
2. For general questions or for assistance getting started and finding a mentor, email the Medical Student Research (MSR) mailbox som-msr@rowan.edu. A team member will respond within 24h to provide guidance and next steps. Research can start as early as January of your first year.
3. Once the student and mentor come to a mutual agreement for the research project, both must complete the Student-Mentor Agreement: [Student Mentor Research Agreement](#)
4. The MSR Team will create individual medical student research portfolio folders. The student will have access to their portfolio to help them stay organized. A MSR Portfolio Content Checklist will be placed into the portfolio. The MSR Team will work with the student through their medical school experience. We will send a reminder to the student to request their Final Research Report and to submit any additional research checklist documentation the student has performed so that all information can be added to the portfolio. The checklist includes Curriculum Vitae, Medical Student Research Registration Form, Final Research Report, Abstracts, Posters, Publications, Awards, and Invited Presentations. The Objective of the Research Portfolio is to provide each student with an individualized repository to collect research-related documents for use during residency applications and interviews.

There are numerous opportunities to engage in research as a Rowan-Virtua SOM student. The [Summer Research Fellowship Program \(SmRF\)](#) is one of the opportunities through which SOM students can conduct research. Through SmRF, medical students, especially first year students, have a unique opportunity to participate in scientific research. SmRF is a competitive program and not all proposals will be funded. Awardees will receive a stipend for the six-week program, which usually takes place in the summer. Information sessions for SmRF usually start in December of each academic year. For information about Rowan Virtua Medical Student Research, please email the Medical Student Research (MSR) mailbox som-msr@rowan.edu. Any student that engages in research and does not register will be referred for review by the student affairs committee.

[Summer Research Fellowship Program \(SmRF\)](#)

Students from the Rowan-Virtua School of Osteopathic Medicine and students from other units of the University participate in a wide variety of research projects with faculty members in basic science laboratories and clinical settings. This competitive program is open to all medical students. Not all proposals will be funded. Participants receive a stipend for the summer program.

Students who successfully complete a project are required to present a poster during Research Day the following year. The Rowan-Virtua SOM Research Committee evaluates all of the presentations, as well as students' participation in interactive discussions surrounding their research.

Program Information sessions for SmRF usually start in December of each academic year. More information is available at: <https://som.rowan.edu/oursom/pipeline/research/smrf.html>

[Rowan-Virtua SOM Student Shadowing Policy](#)

Medical Student Shadowing is, by definition, a clinical OBSERVATION experience. Students are not to touch or care for patients in any way, no medical advice is to be given by students, and the students are not an active part of the medical team. There are two types of shadowing experiences: required curricular experiences and independent experiences.

Required Shadowing Experiences

Rowan Virtua SOM's curriculum includes **required shadowing experiences** (called "preceptorships") as part of both the Osteopathic Clinical Skills I & II courses. All preceptorships are scheduled in Rowan Medicine OMM or Family Medicine offices. While completing these required shadowing experiences (their preceptorship), Rowan only provides students with *general* liability insurance, not *professional* liability insurance (also known as medical malpractice insurance), necessitating that students not provide care in any way.

Independent shadowing experiences

Independent shadowing experiences are sought out and scheduled by students of their own accord and are not required by the Rowan Virtua SOM curriculum. *If a student chooses to shadow independently, they are NOT to wear their Rowan Virtua SOM issued white coat or ID badge as they are not on an experience which has been approved or required by the school. Further, they are NOT covered by Rowan's general liability OR professional liability insurance while shadowing.* Students will incur FULL responsibility if any legal matters or actions arise while on site at the shadowing experience.

*** There are malpractice policies that students can purchase for this purpose for the full year or for short terms. Please contact the Department of Clinical Education for more information ***

Shadowing in Rowan Medicine Offices

Rowan Virtua SOM students are welcome to shadow in any Rowan Medicine office throughout their 4 years of training. The Department of Clinical Education will keep records of these shadowing experiences and therefore MUST be notified at least 2 weeks prior to the scheduled shadowing event. Once the student has confirmation from the Rowan Medicine physician/department of the date and time frame for their shadowing experience, the student must:

1. Email the Department of Clinical Education at SOMClinicalEducation@rowan.edu with the subject "SHADOWING" and include the name and email address of the physician as well as the date/time/exact office location of the shadowing experience. Attached to that email must be:
 - a. Signed copy of the Observation/Shadowing Agreement Waiver, Release & Confidentiality Statement https://drive.google.com/file/d/1kqwialgMqjOGa5L_tSW3KvcmWCCwg7Ew/view?usp=drive_link
 - b. Confirmation from Student Health that all health requirements are up to date
2. The student and physician will get a reply from the Department of Clinical Education when all required information is received confirming that the shadowing experience is approved.

The front desk of the Rowan Medicine office must provide a Student Shadowing Consent Form to each patient who will be seen by the provider(s) being shadowed that day. If the patient signs the form, the front desk notifies the provider's MA and the student can observe the physician see the patient. However, if the patient declines, the front desk must also notify the MA that no students are welcome in that patient's exam room. Students are asked to actively assist with this process by double checking with the MA before each patient is seen.

The **Rowan Virtua SOM Student Shadowing Policy** covers all years that the student is enrolled at Rowan Virtua SOM. If a student is not on an assigned rotation for academic credit, but chooses to be in a clinical setting, they are not to provide direct patient care in any way as they are not covered by the school's professional liability insurance.

Students Participating in Educational Activities Outside Rowan-Virtua SOM or Any of its Affiliates

Students who are planning to travel within the United States as part of their professional development at Rowan-Virtua SOM (conferences, missions, presenting research, etc.) must complete a travel waiver with the Office of Student Affairs and Alumni Engagement thirty (30) days prior to travel. International travelers must consult with the Office of the Registrar a minimum of four (4) months prior to desired travel to complete a multi-step approval process (see policy statement on Registrar's page of this Student Handbook).

Additionally, students must verify their health insurance will provide adequate coverage for any injuries or illnesses experienced while participating in any outside program, not for credit clinical experience and/or travel outside of New Jersey and the US.

Please Note: All Rowan-Virtua SOM students are covered by Global Emergency Services provided by Assist America (part of the MedPlus Advantage Program). This program connects students to doctors, hospitals, pharmacies and other services in the event of a medical emergency while traveling 100 miles or more away from the school or home. Please click on the following link for specific coverage information and membership card for this program in advance of travel: <https://www.assistamerica.com/Member-Login.aspx> Reference number: 01-AA-STD-5201

Assessment and Evaluation

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

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

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

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

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

Assessment Committees

Program and student assessment is further strengthened by the work of the Program Evaluation and Student Assessment Committee (PESA) and the Individual Performance Assessment and Competency Coaching (IPACC) 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.
- IPACC monitors student performance in achieving competency milestones and core Entrustable Professional Activities (EPAs) and makes recommendations to support students' overall professional development and goals. 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 Reporting

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

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

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

Student Performance Outcomes

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

Individual student competency performance is longitudinally tracked in a Student Performance Profile in the

Rowan-Virtua SOMetrics dashboard. Data includes admissions information (MCAT, GPA, etc.), medical school performance (grades, competency and EPA development, clinical skills competency exams, etc.) and national exams. The Student Performance Profile is used to provide structured feedback to guide student success. This information is critical to the Individual Performance Assessment and Competency Coaching (IPACC) Committee which reviews all students' competency-based performance at least three times over the course of their medical education.

Institutional Performance Outcomes

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

Center for Student Success

Dyron Corley, EdD, Director | E-mail: corley20@rowan.edu | Telephone: (856) 566-6852 | Fax: (856) 566-6341
One Medical Center Drive, Suite 210 | P.O. Box 1011, Stratford, NJ 08084-1501

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

The Center for Student Success offers academic services to help students navigate their medical school career. The staff offer a host of mentoring, tutoring and advising services.

Dr. Dyron Corley – Director

Manages academic and career advising services for students enrolled in the School of Osteopathic Medicine at both the Stratford and Sewell locations.

Stephanie Dearden – Associate Director, Academic Advisor/Coach

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

Nicholas LaTorre – Assistant Director for Career & Match Advising

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

Kashonna Garcon – Academic Advisor/Coach

Provides advising and academic support to 1st and 2nd year students (last name A - F) on the Stratford campus. Oversees the CSS Ambassadors.

TBD – Academic Advisor/Coach

Provides advising and academic support to 1st and 2nd year students (last name G - PAS) on the Stratford campus. Oversees the SOM Guided Board Prep Initiative for COMLEX Level 1 Initiative.

Megan Campbell – Academic Advisor/Coach

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

Mary Sylvester-Pegues – Academic Advisor/Coach

Provides advising and academic support to 3rd year students on both Stratford and Sewell campuses as they enter their Clerkships and prepare for COMLEX Level 2.

Academic Counseling and Retention

The Center for Student Success was established to maximize the educational experience of the osteopathic medical student.

The CSS focuses on strengthening academic skills relevant to basic science and clinical coursework and addressing challenges posed at crucial points in the curriculum. In this vein, the CSS staff provides a variety of supportive academic services, including:

- 1) individual consultation on learning styles and learning issues
- 2) group workshops on topics related to academic success, and
- 3) board preparation programs and support.

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

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

Career Counseling

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

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

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

Financial Aid for Rowan-Virtua SOM Students

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

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

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

The Bursar's Office/ Business Office/ Cashier

Office of the Bursar
Savitz Hall, 201 Mullica Hill Road, Glassboro, NJ 08028
Phone: 856-256-4150 | Fax: 856-256-4477
bursar@rowan.edu

This office handles several types of transactions and is responsible for tuition and fees, billing, payments and payment plans, refunds, third party payments, and outside scholarships. They also are responsible for 1098-T tax forms as well as the Student Health Insurance Plan. The office is open Monday through Friday from 8:30 a.m. until 4:30 p.m.

Financial Aid Overview

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

Your financial need – and your financial aid eligibility – depends on your Student Aid Index (SAI) and The Rowan-Virtua Cost of Attendance (COA). Your SAI is calculated based on financial and personal information that you provide on your federal aid application, the [Free Application for Federal Student Aid \(FAFSA\)](#). It represents your financial health and ability to contribute to your medical school education. Parental income and IRS data may be requested by the Student Financial Aid Office to determine eligibility for some Title VII loan and State grant programs. Rowan University expects that students will contribute to their fullest from income and assets in meeting expenses.

Financial aid award packages can be viewed in Self-Service Banner. Awards are prepared when a financial file is complete. A completed file consists of an official Free Application for Federal Student Aid (FAFSA) for the relative academic year. New borrowers are required to complete online Federal Entrance Counseling and a Master Promissory Note (MPN) as well. Occasionally, supplemental documents may be requested prior to awards being made and/or finalized. An award may consist of loans, scholarships, grants and Federal Work Study. Most financial need is met primarily through a combination of loan programs.

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

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

Sources of Financial Aid

Federal Programs

1. Federal Direct Loan (Unsubsidized) - Department of Education Title IV Program. Interest is unsubsidized. Annual and lifetime aggregate loan limit amounts apply.
2. Primary Care Loan - Department of Health and Human Services Title VII Program. Must demonstrate need as defined by Federal Government. Interest is subsidized and is fixed at 5%. Primary Health Care residency and practice is required for the life of the loan.
3. Loans for Disadvantaged Students - Department of Health and Human Services Title VII Program. Must demonstrate exceptional financial need using current HHS standards. Interest is subsidized and is fixed at 5%. Parental income and IRS data may be requested by the Student Financial Aid Office to determine eligibility.
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.

New Jersey State Educational Opportunity Fund Grant Program

Educational Opportunity Fund (EOF) - A New Jersey grant program for students from educationally and economically disadvantaged backgrounds as defined by the State. The maximum grant is \$4,900.00 per year. Parental income and IRS data may be requested by the Student Financial Aid Office to determine eligibility.

School of Osteopathic Medicine

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

Foundation Scholarships

The Rowan-Virtua SOM Scholarship Committee administers awards to continuing students based on academic excellence or other criteria, as specified by the donors. The Committee is responsible for identifying students that may be eligible and meet the requirements of individual awards. The Admissions Committee will recommend students for incoming student recruitment foundation scholarships. The Student Financial Aid Office will email OMS II, OMS III, and OMS IV a scholarship survey at the beginning of the fall term to assist the Scholarship Committee in identifying scholarship recipients for continuing student foundation scholarships.

External Scholarship/Grant Opportunities

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

Student Emergency Fund

The Student Emergency Fund (SEF) is a collaborative effort between the Dean's Office, the Office of Student Affairs, and the Student Financial Aid Office, designed to provide immediate, short-term financial assistance to students facing unexpected, acute emergency expenses during medical school.

The SEF is intended to support those who are experiencing financial hardship due to unforeseen circumstances and have exhausted all other resources, including loans, through the Student Financial Aid Office. Please note that these funds are not meant to cover routine expenses or serve as a consistent supplement to your educational funding sources. If you are dealing with long-term financial hardships due to a change in circumstances, it is recommended that you discuss your situation with the Director of Student Financial Aid.

Please be aware that the Student Emergency Fund cannot be used to support students before enrollment and registration, while on a Leave of Absence, or beyond graduation.

Graduate Medical Education (GME)

Joanne Kaiser-Smith, DO, MACOI, FACP, Associate Dean, GME

kaiserjo@rowan.edu

Chuck Tucker, MA, Director, GME

ctucker@rowan.edu

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

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

The Rowan-Virtua SOM Office of Graduate Medical Education (GME) works with the ACGME sponsoring institutions of primary and affiliated teaching hospitals as our “Academic Affiliates” and provides support in key areas, including Faculty Development, Research, Osteopathic Recognition, Leadership Training, and Rowan affiliate online access to the resources of the Rowan-Virtua SOM Hope Brings Strength Health Sciences Library. Collectively we provide support to over 40 residency and fellowship programs at multiple hospitals and ambulatory settings throughout New Jersey, with most of these located in the Southern New Jersey region.

The strong alliance of Rowan-Virtua SOM with these hospitals began over thirty (30) years ago and continues to provide trainees with additional educational opportunities in local and remote settings, many of which have an osteopathic emphasis. As an Academic Affiliate of these programs, Rowan-Virtua SOM faculty have roles as Program Directors, Associate/Assistant Program Directors, and core faculty. Our faculty also deliver lectures, mentor, and coach at the bedside, develop unique curricular opportunities, and involve trainees in research projects.

In addition to helping provide over 350 house staff, and the GME offices at our Academic Affiliates with these resources and support, the GME office works with full time and volunteer faculty to provide in-person and online educational programming, advises Rowan-Virtua SOM staff and students on GME issues, and oversees verifications for former residents and fellows that completed training at Rowan-Virtua SOM and our prior affiliate programs over the past 40 plus years.

Applications to the residency and fellowship programs at our Academic Affiliates are accepted through the Electronic Residency Application Service (ERAS).

Academic Affiliates Graduate Medical Education (GME)

Rowan-Virtua SOM has academic and/or clinical relationships with the following New Jersey hospitals and health systems to provide support in the above-listed areas. These institutions represent over 40 residency and fellowship programs at a variety of full service urban and suburban community hospitals. The programs collectively consist of over 350 residents and fellows on a yearly basis and recruit heavily from graduates of Rowan-Virtua SOM.

For information about the GME programs at our Academic Affiliates, please use the listed websites:

- Virtua Health
<https://www.virtua.org/Professional-Education/Medical-Education>
- Inspira Health – Vineland and Mullica Hill
<https://www.inspirahealthnetwork.org/services-treatments/graduate-medical-education>
- CarePoint Health – Bayonne Medical Center, Christ Hospital, and Hoboken University Medical Center
<https://carepointhealth.org/graduate-medical-education/>
- Jefferson Health New Jersey
<https://www.jeffersonhealth.org/about-us/academic-programs/graduate-medical-education/residency-programs#nj>

Information Resources and Technology (IRT)

IRT is your technology partner at Rowan University. We are here to connect you with the systems and services you need to support your success.

For more information about us, please visit irt.rowan.edu.

For support issues please email requests and questions to support@rowan.edu (see services below under Learning Technologies).

Rowan NetID

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

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

RowanWiFi

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

Printing & Computer Labs

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

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

Learning Technologies

Services

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

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

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

Borrowing Loaner Equipment

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

Connecting to Technology in Collaborative Spaces

It is imperative that fixed cabling in technology-enhanced spaces not be adjusted. Please utilize user-provided cables with input plates on the wall. The input plate is usually located on the wall below the display or projector screen in the room. If you have a question about connecting your device to room equipment, please send email to support@rowan.edu. Quick start guides are available to assist with using technology in these spaces go.rowan.edu/somquickstartguides

Other Student Resources

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

Technology Help

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

Phone/Email Support

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

In-Person Support by Appointment

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

Walk-In Hours

Stratford

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

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

Sewell

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

Knowledge Base Portal

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

Ask Susan

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

Technology Policies

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

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

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

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

Registrar

Stacey-Lynn Mulligan, Registrar, SOM Campus

40 East Laurel Road, Suite 2105, P.O. Box 1011, Stratford, NJ 08084-1501

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

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

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

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

Academic Calendar

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

<https://som.rowan.edu/documents/nextyearacademiccalendar.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 needing to rent academic attire for the Commencement ceremonies, may do so through the Office of the Registrar. The university's bookstore staff will coordinate the process of purchasing academic attire during the spring semester.

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

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

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

staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); an administrator or faculty member from an institution with which Rowan University has an academic or clinical affiliation who has a legitimate educational interest; a person serving on the Board of Trustees; or a student serving on an official School committee, such as a disciplinary or grievance committee, or assisting another School official in performing his or her tasks.

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

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

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

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

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

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

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

Course Rosters

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

Diplomas

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

Grade Rosters

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

International Experiences

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

Jury Duty

Students who are summoned for jury duty can request a letter to be sent to the court asking to excuse them during their enrollment at SOM. In order for the letter to be sent to the court, students must provide the Registrar's office with a copy of both sides of their jury summons a minimum of 2 weeks before the date of their scheduled appearance. Students are still required to respond online to the jury questionnaire. Typically, after the letter is received by the court students are excused. However, if they are not, they are required to appear on the scheduled date and time. Students who are not excused from Jury Duty should submit excused absence forms for mandatory sessions that will be missed per the policy affecting their curricular year.

Name Changes

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

Registration

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

Transcripts

Currently enrolled students are able to view their course grades and view and print an unofficial copy of a web version of their academic transcript in Self-Service Banner. A request for an official transcript must be submitted to the Registrar's Office in writing, allowing up to ten days for the processing of each

request. A \$5 fee is charged to graduates and former students for each official transcript. Transcripts for currently enrolled students are free. To access the form, go to:

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

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

Verifications/ Letters of Good Standing

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

<https://som.rowan.edu/documents/records-request-form.pdf>

Simulation Center

Nils Brolis, DO, Assistant Dean of Simulation

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

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

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

Rowan Medicine Building - Suite 2500,

42 East Laurel Road, PO Box 1011, Stratford, NJ 08084-1354

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

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

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

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

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

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

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

Student Affairs and Alumni Engagement

Anne C. Jones, DO, Assistant Dean of Student Affairs
Dean Micciche, Assistant Dean of Student Programs and Alumni Engagement
40 East Laurel Road | University Educational Center- Suite 2105
PO Box 1011 | Stratford, NJ 08084
Telephone: (856) 566-6740 | Fax: (856) 566-6341
<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 such as overall student leadership programming and support, student government, student clubs, club programming and finances. This also includes events for students such as wellness programs, proactive mental health support, as well as major flagship programs such as White Coat Ceremony, Orientation Week, Match Day, Commencement, and other major SOM events. This also includes alumni engagement programs, outreach and fundraising events.

It is each student's responsibility to be familiar with University policy and practices, the Academic Rules and Regulations, the Rowan-Virtua SOM Student Code of Conduct, program and degree requirements. Students are responsible to read, understand, and navigate 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.

Official communications will be communicated to Rowan-Virtua SOM students via their University e-mail account and/or by mail to a local address.

Student Government Association (SGA) Constitution

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

Student Professional Societies & Clubs of SOM

For more information and a complete list of student professional clubs, please visit:
<https://som.rowan.edu/education/studentlife/organizations.html>

Dedicated Student Spaces and Student Room Reservations

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

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

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

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

Student Health Services

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

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

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

Rowan-Virtua SOM Student Health & Wellness

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

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

Hours of Operation

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

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

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

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

Please note that any student who is treated by a Rowan Medicine faculty member may not be graded or evaluated by that faculty member during their educational tenure at SOM.

Needlestick and Bloodborne Pathogen Exposure Policy and Procedure

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

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

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

Student Mental Health Services

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

If you or someone you know needs guidance or counseling:

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

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

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

Students will be referred to the Counselor or Director as noted above.

1. **TimelyCare** offers students 24/7 on-demand emotional support, scheduled counseling, and self-care content. To schedule free counseling sessions, [click here](#) and register/login with your Rowan-Virtua email. You will have the option to self-schedule appointments and select the day, time, and mental health provider of your choice.
2. **UWill** offers access to immediate teletherapy appointments and crisis conversations complemented by wellness programming. Click [here](#) to download the app. Free sessions are available during the day, night, & weekends. You can also choose a therapist based on your preferences and focus areas.
3. **The Rowan-Virtua SOM Department of Psychiatry** offers psychiatry services by Dr. Elina Maymind at 1000 Century Parkway, Suite 350, Mount Laurel, NJ 08054. Please call 856-482-9000 to make an appointment. Most insurance/copays apply.

Health Care Providers' Recusal from Student Assessment

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

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

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

be reassigned to another faculty member.

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

SOM ANNUAL EVENTS

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, professionalism, HIPAA, handwashing, infection control, public safety, facilities and resources. Guest speakers from the New Jersey Association of Osteopathic Physicians and Surgeons, the Rowan-Virtua SOM Alumni Association, and a second-year student panel are also included. Activities including icebreakers, a team-building community service project and several social events allow new students the opportunity to become familiar with South Jersey, Rowan-Virtua SOM and meet members of the student body, faculty and staff. <https://som.rowan.edu/education/academic/orientation>

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.

Rowan-Virtua SOM Commencement

An annual Rowan-Virtua SOM 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 at Wackar Stadium at Rowan University with graduates, faculty, parents and guests. The Commencement program includes congratulatory messages from the Dean and the class president, as well as the presentation of the SOM Medal of Excellence. All graduates process to receive their doctoral hoods and diplomas. Graduates and their guests are invited to attend a brief celebration following the Commencement ceremony.

Graduates who have been selected for special honors are invited to a Graduate Awards Dinner, held off[1]site, and includes a reception, dinner, Military Commissioning Ceremony, and awards presentation. This awards presentation includes student, faculty and spousal 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;
- Leonard Tow Humanism in Medicine Awards;
- Golden Apple Awards;
- Donna Jones Moritsugu Memorial Award; and the
- Distinguished Alumnus Award

University Commencement

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

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 200 students each year with current classes around 280.

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

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

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

- 4,030 graduates, 1981 - 2024
- 40% 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 five alumni enters a career in family medicine.
- Many alumni have created endowments that support scholarships for SOM students.

Academic Standards / Academic Rules and Regulations

I. Purpose

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

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

II. Student Registration

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

A. Entering Students

1. Receipt by the Office of the Registrar of the final and complete transcript of record of attendance at all institutions attended for the completion of the entrance requirements to the School of Osteopathic Medicine;
2. Completion of the official registration form;
3. Completion of the required medical history and physical examination and all immunizations, testing, and attestations 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. Research Scholars

A Maintain Matriculation fee of \$50.00 will be charged to students designated as a Research Scholar. Research Scholars are those who are approved to take time off from rotation to pursue other academic endeavors for a fixed period of time. Research 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. Good Standing

A student who has registered and has active student status will be considered a student in good standing.

III. Attendance

A. Pre-Clerkship Years

1. **SGL & PBL Students Curricular Component Allotments**

Attendance during many lectures, PBL small groups, and lab sessions is essential to learning the skills required to be successful in any course, block, or intersession. Allotted absences are to be used at any student's discretion for personal reasons, illness, personal appointments or events, conference attendance, etc. These absences do not require documentation however students are still responsible for all content presented and listed in assignments. Once allotted absences have been exhausted, students can fill out an excused absence form and should be prepared to provide documentation. Students who exceed the allowed number of absences and do not fill out an excused absence form will be reported for a professionalism concern and referred to the Office of Student Affairs.

Curricular Component	Maximum Allotted Absences	Requirement(s)
PBL		
<i>First Year PBL Small Group</i>	3 per semester ; 2 per block	1) Fill out the PBL Absence Allotment Form 2) Email your facilitator
<i>Second Year PBL Small Group</i>	3 per academic year; 2 per block	1) Fill out the PBL Absence Allotment Form 2) Email your facilitator
<i>OCS I/H&P</i>	3 labs per academic year	N/A
<i>OCS I/OMM</i>	3 labs per academic year*	N/A
<i>OCS II/H&P</i>	3 labs per academic year	N/A
<i>OCS II/OMM</i>	3 labs per academic year*	N/A
SGL		
<i>OCS I/H&P</i>	3 labs per academic year	N/A

<i>OCS I/OMM</i>	3 labs per academic year*	N/A
<i>OCS II/H&P</i>	3 labs per academic year	N/A
<i>OCS II/OMM</i>	3 labs per academic year*	N/A
<p>* OCS/OMM Only // For days where there are two classes scheduled for a single day, such as Group 1 1-2pm, Group 2 2-3pm, and review (both groups) 3-5pm. A student that misses this day will miss two classes and will thus be using 2 of their allotted absences. These occurrences are rare and will be published on the one45 schedule at the start of the academic year. It is strongly recommended that students avoid using an absence on these days.</p>		
Common Courses to PBL & SGL		
<i>Community Service Learning & Leadership I</i>	2 days that have mandatory sessions per academic year	Email block director/administrator
<i>Medical Scholarship I</i>	2 half days per academic year	Email block director/administrator
<i>Community Service Learning & Leadership II</i>	1 day that has mandatory sessions per academic year	Email block director/administrator
<i>Medical Scholarship II</i>	2 days per academic year	Email block director/administrator

Requests for Excused Absences

Students are expected to take all assessments (quizzes, exams, etc.) during assigned times, as listed in One45. Any student who misses or intends to miss a required session must submit their request for an excused absence via the [Rowan-Virtua SOM Excused Absence Request form](#) as outlined below. These forms go to the attention of the Assistant Dean for Pre-Clerkship Curriculum and students must be prepared to provide documentation if/when requested.

Curricular components that require an excused absence:

- Written exams and quizzes (IQ, ExQ, etc.)
- Practical/diagnostic exams
- OSCEs
- OCS/Procedures labs
- BRIDGE Week sessions
- Intersession sessions
- Mandated exam reviews
- Team-Based Learning (TBL) sessions
- Case-Based Learning (CBL) sessions
- *(SGL I only)* OMM Jeopardy Day
- *(OMS II only)* OMM Cumulative Review sessions

Across all four years, unexcused absences from any of the above, including but not limited to exams, practicals, standardized patient encounters and/or other mandatory sessions will be referred to the Office of Student Affairs and may result in failure for the BIC/course.

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

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

Religious Observances

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

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

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

****Do not use the Rowan University excused absence form directed to the Dean of Students in Glassboro, as this is not accepted for an excused absence at Rowan-Virtua SOM. (If it does not say Rowan-Virtua SOM or Virtua Health College of Medicine & Life Sciences, it is not the correct form.)**

2. SGL Additional Policies

A. System Blocks

1. Large Group Sessions

Students are responsible for all content in their courses. Mandatory (i.e., in-person/Webex) attendance at class sessions is at the discretion of the individual Block/Intersession/Course (BIC) Directors. Students need to check each course syllabus and class schedule for mandatory sessions. The 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 Pre-Clerkship Curriculum by completing the **Rowan-Virtua SOM Excused Absence Request Form**.

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

2. **CBL - Excused Absence Policy:** A student may have one excused absence from case-based learning small group sessions for the entire year, across all BICs (Blocks-Intersessions-Courses), with a grade substitution of the pre-assessment work. In the event of an excused absence, the CBL small group grade for that case will be replaced with the pre-assessment grade for that same case. All other absences for CBL small groups will result in a grade of zero (0) regardless of the reason for absence. All absences must be approved by the Assistant Dean for Pre-Clerkship Curriculum. **All excused absence requests must be submitted via email to the Assistant Dean for Pre-Clerkship Curriculum within one week of the CBL in question.**
3. **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 Pre-Clerkship Curriculum. All excused absence requests must be submitted via email to the Assistant Dean for Pre-Clerkship Curriculum within one week of the IQ/ExQ in question.
4. **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 Pre-Clerkship Curriculum. All excused absence requests must be submitted via email to the Assistant Dean for Pre-Clerkship Curriculum within one week of the TBL in question.
5. **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 Pre-Clerkship Curriculum. All excused absence requests must be submitted via email to the Assistant Dean for Pre-Clerkship Curriculum by within one week of the activity.

6. **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.

3. Core Clerkship Students

A. Attendance Policy for Core Clerkships (Clerkship Years 2-4)

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.

While on clinical rotations it is best to plan as though there were no scheduled holidays during that month. If you are on a rotation which requires you to take overnight call, please check with your team leader to see what your holiday responsibilities are. There are no official holidays for students during the clinical years of training. All schedules are made at the discretion of the rotation site.

B. SET VACATION PERIOD FOR ENTIRE CLASS

Incorporated in the academic calendar is a 1 week vacation in early July and a 2 week vacation period in December during the clerkship year. 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.

C. MAXIMUM TIME OFF ROTATIONS

Academic credit for a rotation is granted when certain criteria are met. Attendance is one of those criteria. Therefore, students must be present for a minimum number of days of each rotation in order to get academic credit for that rotation. Any further absences must be made up either via clinical time or, if offered by the clerkship, alternative educational means such as modules.

6 and 8 Week Rotations

- Students can miss a maximum of 3 full days during a 6 or 8 week rotation. Any days in excess must be made up.
- Half days may be taken (≤ 4 hours = a half day)

4 Week Rotations

- Students can miss a maximum of 2 full days during a 4 week rotation. Any days in excess must be made up.
- Half days may be taken (≤ 4 hours = a half day)

2 Week Rotations

- Students can miss a maximum of 1 full day during a 2 week rotation. Any days in excess must be made up.
- Half days may be taken (\leq 4 hours = a half day)

Absences will be at the discretion of and must be approved by both the clerkship director and preceptor. Clerkship directors have the right to set blackout dates for clerkship absences.

The hospital site as well as the Rowan Virtua SOM Clerkship Director and Coordinator will monitor absences. The end of clerkship evaluation will give the preceptor a mechanism to communicate missed days to the clerkship as well.

If the student is aware IN ADVANCE that they will need time off from a rotation they will need to notify BOTH the Rowan Virtua SOM Clerkship Director and Coordinator AND your hospital clerkship director/coordinator (if applicable) of the dates you are requesting off. This needs to be done PREFERABLY no later than two weeks prior to the start of the clerkship (or as outlined in the clerkship syllabus). At this time, the student is expected to discuss any options for making up missed clinical days/time if need be.

D. EMERGENCY ABSENCES/ILLNESS

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 immediately notify BOTH the Rowan Virtua SOM Clerkship Coordinator and your preceptor/site clerkship director and admin.**

E. NEED TO MISS A COMAT OR DEPARTMENTAL EXAM

Students are expected to take all exams during assigned times, as listed on the publicized course schedule. Any student who anticipates missing an examination must submit their request via the electronic "Request for an Excused Absence" form found at https://rowan.co1.qualtrics.com/jfe/form/SV_a8lz2ogOlWvAtmZ and include the appropriate documentation. The request will be reviewed by the Assistant Dean of Pre-Clerkship Curriculum, who will determine the validity of the excuse, in conjunction with the Assistant Dean of Clinical education and/or the Clerkship Director. If deemed valid, the request will be forwarded to the Center for Student Success and the Staff Assistant in the Department of Clinical Education to schedule the make-up exam in coordination with the Clerkship Director. Please refer to the Missed Exam policy in the SOM Education Handbook for more details.

G. FOURTH YEAR ELECTIVE ABSENCE POLICY

While on elective or audition rotations outside of Rowan Virtua SOM, it is best to plan as though there were no scheduled holidays during that month. If you are on a rotation which requires you to take overnight call, please check with your team leader to see what your holiday responsibilities are. There are no official holidays for students during the clinical years of training. All schedules are made at the discretion of the rotation site.

Four Week Elective Rotations

Students can miss a maximum of 2 full days during a 4 week elective rotation. Any days in excess must be made up. Half days may be taken (< 4 hours = a half day)

Exceptions to the make-up requirement can only be granted by the direct preceptor. If the preceptor believes that the student achieved the curricular goals of the rotation in the time that was spent, then the preceptor can excuse the student for up to 1 more day MAXIMUM.

Any further missed time that is not made up will result in only 2 weeks of credit given for the rotation.

Two Week Elective Rotations

Students can miss a maximum of 1 full day during a 2 week elective rotation. Any days in excess must be made up. Half days may be taken (< 4 hours = a half day)

Exceptions to the make-up requirement can only be granted by the direct preceptor. If the preceptor believes that the student achieved the curricular goals of the rotation in the time that was spent, then the preceptor can excuse the student for NO MORE than 1 more HALF day. Any further missed time that is not made up will result in no credit given for the rotation.

H. 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 must be taken in one week blocks. Personal/flex time can be used for board preparation, residency interviews, vacation, acute illness, observance of religious holidays, attendance at conferences or to take the USMLE exam. Students must request and receive approval to use flex time which, depending on the needs of the service, may not be automatically approved. Absences will be at the discretion of and must be approved by your Preceptor. Absences from clerkships will be monitored by the Office of Clinical Education, the Preceptor, and the Assistant Dean of Clinical Education.

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

Fourth Year Mandatory FLEX Policy

Students are mandated to take AT LEAST 2 of their 10 weeks of FLEX time between mid-October and January 31st of their fourth year of training (NOT including the week of Christmas and New Years) so they have dedicated time for residency interviews. This lends itself to the following:

- Potentially less time missed from clinical rotations as there will be dedicated time for interviews
- Potentially extending clinical training through March for many students and potentially through April keeping their clinical skills sharper as they enter residency

Further, the department of Clinical Education will now include all FLEX weeks in the student's One45 schedule to ensure accurate reporting and accounting. Any exceptions to this policy must be requested in writing to the Assistant Dean of Clinical Education.

IV. Grading

A. Official Grades

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

Tensegrity Curriculum - SGL and PBL

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

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

All Required and Elective Clerkships*

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

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

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

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

MS 2 Benchmark OSCE

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

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

INC=Incomplete

MS 3 Capstone OSCE

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

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

F=Fail

Other Grades Applicable to All Courses and Clerkships

RP = Remediated Pass (Passing after a failure)

AS = Advanced Standing

AUD = Audit

INC = Incomplete

IP = In Progress

NC = No credit

W = Withdrawn

B. Advanced Standing

The only course for which AS may be granted is Medical Scholarship IV. Contact the Course Director to determine eligibility for AS.

C. Passing Courses

1. A student is considered to have passed a block/intersession/course (BIC) or Clerkship if a final numeric grade of 69.45 or higher is achieved. While the rounding of a final grade from 69.45 to 70.00 is permitted for a BIC, rounding is not permitted on individual scored elements in the gradebook within a BIC including, but not limited to, exams, practicals, quizzes, OSCEs, COMATs, preceptor ratings, etc.
2. A student must achieve a passing grade in all Curricular Requirements, including: BICs, clinical rotations, and Benchmark and Capstone OSCEs in order to graduate.
3. A student must achieve a minimum passing score of 70% or higher on the Clinical Preceptor Evaluation to pass Clerkships.
4. A student must achieve a minimum passing score on the COMAT/Departmental exam to pass Core Clerkships. The minimum passing score of Departmental Exams is 69.45%, and for the COMAT a standard score is 84 (evaluated every year and subject to change based on national percentiles and in relation to performance on COMLEX Level 2-CE), which equates to a 70%(Pass) grade.
5. To be eligible for an Honors grade for the Core Clerkships, a student must achieve an "Honors" score on the COMAT or departmental exam. The NBOME standard score of 108 equates to a 90% or Honors grade. (The Honors score for a departmental exam will be determined by the clerkship director.)
6. Students must also meet an expected competency performance threshold on clerkship OSCEs to fulfill clerkship requirements. Students who do not meet this standard will receive an Incomplete for the clerkship and be required to complete additional Clinical Competency Coaching and Feedback session(s) as determined by the Clerkship Director. Once a student completes all competency coaching requirements, the Incomplete will be changed to the student's earned clerkship grade.

D. Recording Grades

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

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 Pre-Clerkship Curriculum and the Curriculum Program Assistant, who will determine the validity of the excuse, in conjunction with the Clerkship Director and/or the Assistant Dean of Clinical Education. If deemed valid, the request will be forwarded to Center for Student Success, or Clinical Education, and if applicable, to the Simulation Center to schedule/administer the make-up exam, in coordination with the Clerkship Director. Please refer to the Missed Exam policy in the SOM Student Handbook for more details.

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 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.
3. No “credit” will be given for completion of a partial term’s work. A student who leaves in the middle of a term without completing all course requirements will receive a W. The grade will remain permanently on the transcript. The student will be required to repeat and complete the course starting at the beginning of the course when the student returns from leave. The course will be listed a second time on the transcript with the final grade the student earns in that course.

F. Grade Appeals

A. Written Exam Item Challenges

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

B. Other Grade Appeals

Overview

A student who chooses to appeal a grade must notify the Block/Intersession/Course (BIC) or Clerkship Director in writing within 2 weeks of the grade being posted on One45 with a justification for the appeal. Students are requested to first take an honest reflection and appraisal of their performance to see if the evaluation could have been appropriately earned.

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

Stages of BIC and Clerkship grade appeals

Pre-Clerkship

After the BIC Director has made a determination, a student can choose to further appeal the grade to the year appropriate Phase/PBL Director who will also make a determination within 2 weeks. A final appeal can be made, if the student so chooses, to the Assistant Dean for Pre-Clerkship Curriculum, and that decision will be final. The Senior Associate Dean for Academic Affairs & Student Services for Curriculum will determine all grade appeals if the Assistant Dean for Pre-Clerkship Curriculum is not available.

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

Clerkship

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

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

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

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

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

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

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

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

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

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

Additional elements may be included at the discretion of the Clerkship director.

The final deadline for all rotation paperwork and requirements is 11.59PM on the Sunday following the end of the rotation. Failure to submit all documents by this deadline will result in a Failing grade for the rotation. Once missing paperwork is submitted, the final grade will convert to a “Remediated Pass” (RP).

V. Remediation

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

Remediation of a Pre-Clerkship/Non-clinical Course

First Year Students

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

Second Year Students

- A. If a student fails a single block/intersession/course (BIC) in the fall semester, the student

will remediate with a remediation exam in December (during winter break). If a student fails a single BIC in the spring semester prior to the COMLEX Level I preparatory period (“dedicated”) the student would remediate with a remediation exam in February

B. If a student fails two BICs during the curricular year prior to the COMLEX Level I preparatory period (“dedicated”), even if they have remediated and passed one of the BICs, the student is no longer eligible for remediation and would repeat any failed courses and take any remaining courses the following academic year. The student will go before SAPC for requirements for remaining coursework.

C. If a student fails three BICs over the course of one curricular year (including a student repeating coursework), during the curricular year prior to the COMLEX Level I preparatory period (“dedicated”), the student will appear before SAPC and be recommended for dismissal.

D. If a student fails four BICs over the course of both pre-clerkship curricular years during the curricular year prior to the COMLEX Level I preparatory period (“dedicated”), the student will go before SAPC and be recommended for dismissal.

Remediation Exam Policies

- A. Students who fail one BIC, but have a grade of 55-69%, may remediate that course by comprehensive examination and continue studies. Students who fail with a grade less than 55% may not remediate by exam; they must repeat the course. When repeating a course, both the original grade of F and the grade earned when repeated will be recorded on the transcript.
- B. If a student fails a single BIC and the subsequent remediation exam, the student is not eligible for another remediation exam and would repeat the course. This may result in cancelling a clerkship to repeat an intersession.
- C. If a student fails one intersession before the standard deadline to take Level 1, the student must remediate the exam as soon as possible before clerkships begin. This will be scheduled through the Curriculum office.
- D. If a student fails TWO courses or intercessions AFTER the standard deadline to take Level 1, the student will have their academic records reviewed by SAPC AND need to repeat the courses/intersessions in the following academic year. This may require them to cancel and reschedule their final clerkship. *Please note, this could result in a delay in sitting for Level 2.
- E. If a student fails a single BIC, the subsequent remediation exam, and the repeated course, the student will go before SAPC and would be recommended for dismissal.
- F. First year students must successfully remediate all BICs before beginning second year.
- G. Second year students must successfully remediate all BICs that occur prior to the COMLEX Level 1 preparatory period before being allowed to take COMLEX Level 1.

Remediation of a Clerkship

- A. Students who fail a core clerkship may have their records reviewed by the Student Academic Progress Committee.
- B. Students 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 repeat the entire clerkship, including all components such as, but not limited to, the COMAT/Departmental Exam and OSCE (if applicable). When repeating a clerkship, both the original clerkship with the grade of F and the second clerkship with the grade earned when repeated will be recorded on the transcript.
- C. Students who initially fail the COMAT or departmental exam will be given an “Incomplete” grade for the required clerkship, will be placed on Academic Warning and be required to re-take the exam. If the student passes the exam on the second attempt, the highest grade they can achieve for the clerkship is a “Pass (P).”

- D. A student who does not pass the COMAT/Exam on the second attempt will receive a failing grade and will have to repeat the entire clerkship, including all components such as but not limited to the COMAT/departmental exam and OSCE (if applicable).
- E. Students who fail two clerkships due to COMAT failure can re-take both COMATs. They will be placed on Academic Probation. If they fail either or both the exams a second time, they are required to repeat either or both rotations in their entirety.
- F. Students who fail a COMAT in a clerkship that is being repeated due to COMAT failure are ineligible to re-take that COMAT and may be recommended for dismissal for failing a clerkship two times.
- G. Students that fail an elective may make up the elective requirement in the same or different specialty.
- H. Failure to submit/complete all REQUIRED STUDENTS documents by 11:59PM ON THE LAST SUNDAY OF THE ROTATION will result in a Failing grade for the required rotation. Once submitted, the final grade will convert to a “Remediated Pass” (RP).

Note:

Academic year refers to the academic calendar for Rowan-Virtua SOM which begins in July each year and runs through June. Each class year (1st, 2nd, 3rd, and 4th) have slightly different start and end dates within that period.

Curricular year refers to the group of blocks, intersessions, and courses designated for a specific class year within each curricular track (PBL or SGL). It may take more than one academic year to complete the blocks, intersessions, and courses or designated for the first or second curricular year of the PBL or SGL curriculum.

VI. Student Evaluation of the Curriculum

In accordance with AOA and COCA regulations, Rowan-Virtua SOM requires students submit confidential evaluations for courses, clinical rotations and 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, and Curriculum teams. A regularly-enrolled student may elect to audit course(s) appropriate to their academic classification. The name of an auditing student will appear on the roster provided by the Registrar to the Course Director. When auditing, students must attend all mandatory sessions, including, but not limited to: lectures, SP encounters, practical exams, case-based learning small groups, etc. An auditing student is not required to pass assessments of the audited courses. Audited courses will appear on the student’s official transcript with the notation Audit.

VIII. Student Promotion - Pre-clerkship Years 1 and 2

- A. Students must pass all BICs up to including coursework within the COMPLEX Level I dedicated period.
- B. Students may not enter core clerkships without passing all previous course work from pre-clerkships.

- C. Students may advance to clerkships with an incomplete for the Benchmark OSCE but must successfully remediate the Benchmark prior to the end of the MS 3 fall term to advance to taking the required MS 3 Capstone OSCE.
- D. With the exception of the Benchmark OSCE as noted above, A student will be assigned a grade of Fail at the completion of the course before remediation. That grade will stand until the course is successfully remediated. The highest grade a student can receive upon successful remediation is a remediated pass (RP).
- E. Students who fail one course, but have a grade of 55-69%, may remediate that course by comprehensive examination and continue studies. Students who fail with a grade less than 55% may not remediate by exam; they must repeat the course. When repeating a course, both the original grade of F and the grade earned when repeated will be recorded on the transcript.
- F. If the student fails a remediation exam, they must repeat the SOM course
- G. Students who fail two courses in an academic year, before remediation, may not remediate the courses by exam but must repeat the courses they have failed.
- H. Students who fail three or more courses, before remediation, in any academic year will be recommended for dismissal. For example, if a student fails one course in the first semester, remediates successfully by examination, then fails two courses in the second semester, they will be recommended for dismissal.
- I. Students repeating courses will be required to audit Osteopathic Clinical Skills courses for the purpose of maintaining their skills.
- J. Students 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 complete all coursework in the maximum time frame specified for their degree program, not including approved leaves of absence.

IX. Student Promotion - Clinical Years (2-4)

- A. Students in the clinical years must pass all rotations and required coursework.
- 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 Course. Clinical Skills Course will cover expectations within second/third year clerkships and provide training to prepare students for the clinical setting. Attendance is mandatory, and there are no excused absences.
- D. Students must pass all core clerkships (EXCEPT Geriatrics, NMPM, ICU ,and EM) including Clinical Preceptor Evaluation and required exams (COMAT / departmental exam/OSCE) to be eligible to take COMLEX Level 2-CE.
- E. If students do not pass the Yr. 3 Capstone OSCE, they are required to remediate and subsequently retake and Pass the entire OSCE. Students who are successful on retesting will receive a Remediated Pass (RP).
- F. Students are not permitted to complete any rotations with a relative, friend, spouse or anyone with whom a prior personal relationship exists. Students are also not allowed to be evaluated by a physician who has seen the student as a patient on at least three or more occasions. Please see the "Education Integrity and Conflict of Interest Policy" for further details.
- G. Students are required to complete a subspecialty rotation in fourth year. This includes Medicine, Surgery, Pediatrics or Obstetrics/Gynecology. Students must also submit the Clerkship Application and any other documents required by the site to the Clinical Education Coordinator.

- H. Students may complete fourth-year requirements in Rowan-Virtua SOM hubs. Students who rotate at specific hubs for their second/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.
- I. 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.
- J. 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.
- K. Students interested in completing an international rotation must meet with their Clinical Education Coordinator 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.
- L. Students who fail an elective rotation must complete another elective rotation. The student is not required to complete the additional elective in the same discipline. If the student fails, the second elective they will be recommended for dismissal.

X. Missed Exam Policy

This policy applies to all written examinations, practical examinations, COMAT / departmental exams, Standardized Patient Lab examinations and similar encounters, and will be in effect during all examinations unless the BIC Director specifically announces a change in this policy.

- A. **SGL Students:** Students are expected to take all exams during assigned times, as listed on the publicized BIC/clerkship schedule. Any student who misses a required session must submit their request for an excused absence via the [Rowan-Virtua SOM Excused Absence Request Form](#) . If deemed valid, the request will be forwarded to the Center for Student Success to schedule/ administer the make-up exam, in coordination with the Block/Intersession/Course (BIC) Director. For medical excuses, a medical documentation will be required within 1 week of the missed event. (Medical documentation from a provider who is a family member is not acceptable.) Telehealth services are accepted.
- B. **PBL Students:** Students are expected to take all exams during assigned times, as listed on the publicized Block schedule. *Any student who misses a required exam must submit their request for an excused absence via the [Rowan-Virtua SOM Excused Absence Request Form](#). If deemed valid, the student will be scheduled for the make-up exam.* For medical excuses, a medical documentation will be required within 1 week of the missed event. (Medical documentation from a provider who is a family member is not acceptable.) Telehealth services are accepted.
- C. **SGL and PBL Students.** A single make-up examination date will be announced and will typically be scheduled on the Monday evening after Friday morning exams, Thursday evening for a Monday or Tuesday exam. Students who need longer extensions to make up an exam will be held at the set remediation date for the semester. Make-up arrangements that are necessary beyond this will be made at the discretion of Academic Affairs.

Students who have not taken the block exam should NOT attend the exam review and are bound by the Rowan-Virtua SOM honor code to not discuss contents of the exam with other students. Discussing exam content would be considered academic dishonesty and a violation of the Rowan-Virtua SOM Code of Conduct and will be referred to the Office of Student Affairs for possible disciplinary action.

- D. **Clerkship Students:** Any student who anticipates missing a COMAT or departmental examination must submit their request in writing to the Assistant Dean for Pre-Clerkship Curriculum and the Curriculum program coordinator via the **Rowan-Virtua SOM Excused Absence Request Form**, who will determine the validity of the excuse. If deemed valid, the request will be forwarded to the Center for Student Success, or Clinical Education and, if applicable, to the Simulation Center to schedule/administer the make-up exam in coordination with the Clerkship Director.
- E. Valid reasons for missing an examination include but are not limited to:
1. Personal illness or other health issue (Student should be examined personally by a health care provider who is not a family member and should submit the necessary medical documentation as soon as they return to school. Documentation must state that the student was too ill to take the exam.)
 2. Substantiated family emergency, such as significant illness of immediate family member/ death in family.
 3. Pre-approved attendance at osteopathic national meetings (AOA, ACOFP, AAO etc.) (See E. below) [Student will need to provide verification of attendance.].
 4. Religious exemptions (requests must be made at the beginning of the semester).
Unacceptable reasons for missing an examination include but are not limited to:
 1. Not feeling prepared for the examination;
 2. Non-emergency travel plans, regardless of when these plans were made;
 3. Not having read an email announcement of a rescheduled examination; and
 4. Appointment at a time that conflicts with the examination. Students wishing to reschedule an examination to attend a national meeting must request prior approval from the Assistant Dean of Pre-Clerkship Curriculum at least two (2) weeks before the examination. This will be discussed with Course/Clerkship Director. Students on Academic Warning / Probation are not permitted to attend meetings/conferences.

If a student misses an examination without a valid reason, the BIC / Clerkship Director may assign a grade of zero (0) for that examination.

F. When make-ups for written exams are necessary for first- and second-year students, a single make-up examination date for that exam will be established by Academic Affairs and will typically be scheduled on the Monday evening after Friday morning exams. Make-up arrangements that are necessary beyond this will be made at the discretion of Academic Affairs.

G. Students who miss a COMAT examination are responsible for contacting the Assistant Dean of Pre-Clerkship Curriculum and the Curriculum program assistant to relate the reason for the absence and provide the necessary documentation. Make-up dates for a missed COMAT /departmental exam will be at three fixed times during the 3rd year: at the end of Winter Break, at the end of the Spring semester, and at the end of the 3rd year elective rotation, whichever comes first after the missed exam date. Other COMAT make up arrangements may be made at the discretion of Academic Affairs and the Center for Student Success.

H. Students missing an examination to attend a national meeting must request approval by the

Assistant Dean of Pre-Clerkship Curriculum and the Curriculum Program Assistant in conjunction with the Course/Clerkship Director as soon as possible but at least 14 days before the examination. A single make-up examination date will be announced.

I. For standardized patient (SP) exams, the student is responsible for coordinating the make-up exam with the Simulation Center, within the parameters set forth by the Course/Clerkship Director. SP exam make ups will be arranged on a case-by-case basis, depending on the Simulation Center's roster of programming. The Course/Clerkship Director will provide a "to-be-completed-by" date for such circumstances. Students who miss their Yr. 3 Capstone OSCE may be required to pay the expenses for putting on an additional session if no dates are otherwise available.

J. The Course/Clerkship Director reserves the right to create a make-up exam that is different in format, content or length from the examination that was administered to the class on the original exam day. The student is responsible for all material tested on the original or make-up examination.

XI. SOM Exam Administration and Proctoring

This policy will be in effect during all examinations unless the Course Director specifically announces a change in this policy

Exam Timing

The amount of time allowed for each exam in first and second year is based on the number of questions included. To assist students who will eventually prepare for the COMLEX Licensing exams, our Curriculum Committee agreed to set the timing for SOM exams at the pace of 90 seconds per question. Please note, the scheduled exam time listed on the One45 online calendar may not always reflect the exact timing of the test. The timing of each exam will be determined prior to the test administration.

- A. All students are expected to begin examinations on time. For written examinations, if, because of an emergency or unforeseen event, a student is **twenty (20) minutes or later to the exam** administration site, they must obtain approval from Director of Academic Affairs to start the exam late and will have the time deducted from the scheduled exam time. **NO additional time will be added at the end of an exam for a student who is late. Students who are repeatedly late for exams may be subject to disciplinary action.** No one may leave the exam room within the first twenty-minute period after the exam administration has begun.
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 result in the student not being allowed to take the exam, and the student may be referred to the Office of Student Affairs for possible disciplinary action.
 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 they leave and returns to the exam room. Break time is deducted from the total exam time. No additional time will be provided. A student taking a bathroom break is not allowed to refer to course materials while they are out of the exam room. Any violation of this will be subject to disciplinary action and violators may receive a zero for the exam.
- H. In the case of exams involving standardized patients, only one student is permitted to leave the Simulation Center at a time, and only after notifying a staff member. Bathroom breaks should be restricted to time between SP encounters, as the exam is paused to wait for the student's return. In the event that a student must take a bathroom break during an SP encounter, the encounter is 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 the Center for Student Success staff in at least two (2) weeks in advance. No time adjustments will be made by the proctor at the time of the exam administration.
- J. For written exams, the exam proctor, if it is not the Block/Intersession/Course (BIC) or Clerkship Director, cannot be held responsible for decisions made affecting the exam. They are only there to relay information from/to the BIC or Clerkship Director who makes all decisions regarding the exam, its administration, and the grading policies. The BIC Director, proctor, or other faculty member will not answer student questions during the exam administration.
- K. Any student requesting to bring essential medical supplies into the exam room is required to arrange this special circumstance with the Center for Student Success/ Accessibility 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 Pre-Clerkship Curriculum. (See Section IX, Missed Exam Policy)
- M. All students are expected to maintain standards of behavior as noted in the Rowan-Virtua SOM Student Handbook regarding the Rowan-Virtua SOM Student Code of Conduct and adhere to the Code of Ethics of the American Osteopathic Association.
- N. In case of an emergency, students should leave laptops at their seats and follow any emergency instructions being given.

COMAT Late Policy

If a student arrives after a 20-minute grace period (from scheduled exam start time) for their scheduled COMAT or Departmental Exam they will be allowed to sit for the exam, BUT:

- The highest grade the student can achieve for the clinical rotation is a “High Pass” regardless of the grade on the exam.
- They will be given NO EXTRA TIME for exam completion.
 - Their exam will be terminated by the proctor at the end of the scheduled exam period (2 hours and 30 minutes from the scheduled start time of the COMAT for example)
- The student will get a Professionalism Violation
 - Of note, after three professionalism violations for the same issue, it is documented in the MSPE. (See student handbook addendum #1 below for further details)

There are certain circumstances, if properly documented, that can be exceptions to the 15 minute grace period. For example, if a student produces a speeding ticket or time/date stamped photo of a flat tire from the time period immediately before the exam they will be considered either for an exception to the grace period OR the right to reschedule by the Assistant Dean of Clinical Education or the Assistant Dean of Pre-Clerkship Curriculum. Of note, traffic delays will not be considered a reason for an exception. If a student decides to site for the exam after arriving late, their grade will be recorded.

Timing of COMATs and COMAT Make-Up Exams

All COMATs and Departmental Exams must be scheduled during the FINAL week of the rotation unless approval is granted by the Assistant Dean of Clinical Education. This includes all clerkship and Year 4 COMATs including Emergency Medicine.

COMAT make-up exams cannot be scheduled during a rotation that already has a COMAT or Departmental Exam. COMAT make-ups must be completed during electives, CSLL, holiday breaks, or during FLEX time.

XII. Policies Specific to Remotely-Proctored Exams

With the exception of the pre/post exam room review, which only applies to proctored exams, the following applies to both proctored and unproctored remote exams.

Remote proctoring is a service that emulates the role of an on-site proctor – confirming the identity of the test-taker and safeguarding the integrity of the exam. The assessment is monitored by an offsite proctor. Using the student’s mobile phone and WebEx app, the remote proctor will compare the test taker’s face with their Rowan-Virtua SOM valid photo ID*, much like an on-site proctor would. *During the COVID-19 social distancing period, those without their Rowan ID can use their driver’s license or government issued, non-drivers ID.

1. REQUESTS FOR EXAM POSTPONEMENT

Students are expected to take all exams during assigned times, as listed on the publicized BIC schedule. Any student who misses a required session must **submit their request for an excused absence via the Rowan-Virtua SOM Excused Absence Request Form**. If deemed valid, students can expect their new date and time to follow the standard make-up schedule as written in the syllabus and will be contacted by the Assistant Dean for Pre-Clerkship Curriculum and their Staff with further details. For medical excuses, a medical documentation will be required within 24 hours of the missed event*. (Medical documentation from a provider who is a family member is not acceptable.) Please refer to the missed exam policy in the SOM Education Handbook for more details.

*During the COVID-19 social-distancing period this is extended to one week. Telehealth services are accepted.

2. EXAM PREPARATION - TECHNICAL ISSUES

Students are expected to follow all required procedures prior to taking the exam, including but not limited to:

- a. Installing testing software in a laptop that passes the minimum system requirements
- b. Addressing any technical difficulty with testing software support
- c. Installing the WebEx app on their Mobile phone
- d. Reviewing all documentation on the Remote Proctoring process
- e. Scheduling and/or attending an orientation session
- f. Downloading the exam the day before or the day of the exam, as directed by the course administration
- g. Locate WebEx invitation from proctor for the exam prior in advance.

h. Students who experience technical issues related to WebEx should:

- i. If a student's WebEx connection should be interrupted, the student should immediately call the proctor and notify them of the lost connection. They should immediately attempt to reconnect to WebEx.
- ii. If they cannot reconnect to WebEx they should close their laptop in half (which will put the computer to sleep). They should attempt to resolve the WebEx for up to ten minutes. Whether or not the student is able to reconnect to WebEx in that time period, they should resume the exam. They will need to get a universal resume code which they should get from the proctor.
- iii. Students who are not able to reconnect to WebEx for a portion of their exam, are still subject to the honor code. Under this circumstance their exam will be highly scrutinized by the Assessment team for consistency. Irregularities may be referred to Student Affairs and result in potential disciplinary action.

i. Students who experience technical issues related to ExamSoft during an exam should:

- i. Not leave the WebEx session, but send a private chat to the proctor that they are experiencing a problem
- ii. Wait 60 seconds,
- iii. Force shutdown on their laptop by holding down the power button for 10 seconds, then press the power button again to start up
- iv. Turn off the "DO NOT DISTURB" setting on their phone
- v. Students should email: somat@rowan.edu. STUDENTS MUST LIST THEIR PHONE NUMBER (e.g., John Smith 856-999-9999) within the email requesting assistance
- vi. Academic Technology will call the students to provide assistance. Once the issue has been resolved, the student should turn "DO NOT DISTURB" on and replace the phone in the location established during the check-in process Any issues that cannot be immediately resolved will be referred to Academic Affairs for make-up arrangements

3. EXAMINATION DAY RULES AND PROCEDURES

*adapted from the NBME Examinations Rules of Conduct.

- a. Students are expected to be familiar with the testing procedures and to adhere to the instructions provided by the BIC Directors regarding the administration of the examinations.
- b. Students must arrive at the indicated arrival time and follow all exam accommodation instructions given via email or as communicated by the proctor.
- c. Students must be seated and ready to take their test (logged on to WebEx room with the proctor, with computers on and logged-in to the testing platform when applicable) by the exam start time.

4. TEST ENVIRONMENT REQUIREMENTS

- a. Students should secure a quiet, private space to take their exam. Sounds such as music or television are not permitted.
- a. The desk or walls must not have any writing related to medical information. Students **do not have to remove** general art, posters, curtains, etc. from the wall. Students should make a good-faith effort to remove any white boards or other medically related materials posted on the walls. Closed textbooks stored on bookshelves are fine.
- b. No other person is allowed to be present or enter the room while the proctored exam is being taken. *

* **Students living with other students:** In recognition of the COVID-19 social-distancing period, allowances have been made for students living with other students of the same class. Students have commented that they live with other students and have 1 table (ex. dining room table) as the only desk-like surface on which to take the exam. During the COVID-19 social-distancing period, students can fill out the attached form through the link provided below.

Exemption Request for Single-User Space

https://rowan.co1.qualtrics.com/jfe/form/SV_1XIZERCdExAGidD

- f. **Students who live together should make every effort NOT to be in the same room**, as this will flag the students.
 - g. Only students needing to be in the same space should complete the form. If **you live together but will not be in the same space you do not need to complete the form.**
 - h. By completing this form, you are attesting that the students listed live together.
 - i. Up to 3 students can be in a single space.
 - j. **Please complete 1 form per household.** (Each student should not separately submit a form.)
 - k. Please **submit by 7 AM the day of the exam.**
 - l. **Any student who has other students present during the exam, and who have failed to complete this form by the deadline, will be treated as Honor Code Violations.**
 - m. All of rules, of the policy still apply, i.e. no talking, etc.
- c. The lighting in the room must be bright enough to be considered “daylight” quality. Overhead lighting is preferred. If overhead lighting is not available, the source of light must not be behind the student.
 - d. The student must sit at a clean desk or table.
 - e. The student must complete an environmental scan of the testing area using the camera on their mobile phone where they will take the exam before and at the end

- of the exam.
- f. The student must take the exam in the same room that they scanned during the environmental scan for the current exam.
 - g. Students must complete an additional environmental scan once they have finished their exam but prior to actually submitting the exam.

Students living with other people who are not medical students: Although we understand that students live with family members, we cannot make an exception to having people present during the exam including walking and talking in the space of the exam while the exam is taking place. While there may be ambient noise external to the room, each irregularity will be evaluated on a case by case basis.

5. EXAM TOOLS

a. The Student **must** have the following items:

- i. Their Rowan ID
- ii. A small mirror (Used to show the laptop to the camera)
- iii. Laptop, microphone, and appropriate software and power source
- iv. Smart Cell phones – must be on silent and DO NOT DISTURB. Must have a camera. These can only be used for proctoring, and if technology support is needed as described above.

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

- i. Small earplugs. If students have earplugs, they must be placed prior to beginning any interaction with their computer and webcam. They should be small enough as to not be visible.
- ii. Dry erase white board/marker/cloth wipe
- iii. Students may have a single dry erase white board. The board must have a maximum size of 10" x 14". It must be blank with no additional attachments.
- iv. Students may have a single dry erase marker.
- v. Students may have a single small cloth for wiping the board clean.

NO additional items are allowed in the testing room.

c. The following items are not permitted in the testing room and must be stored outside of the room where the exam is being taken unless indicated by the course director.

- i. No food or beverages are allowed into the examination room.
- ii. Scrap paper (Students may use a dry erase board as noted above or the textbox feature on ExamSoft to take notes.)
- iii. Personal media devices (tablets, watches with computer or memory capability/smartwatches, paging devices, iPods/radios/media devices)
- iv. Programmable calculators with memory capability
- v. Recording/filming devices
- vi. Headsets
- vii. Reference materials (including but not limited to; books, notes, papers)
- viii. Backpacks, briefcases, luggage
- ix. Hats (except those worn for religious purposes) and hooded sweatshirts/sweatshirts are not allowed
- x. Smart glasses (Google etc.) and **any** watches (The exam has a clock in the corner of the screen.)

6. EXAM CHECK-IN and START TIME

- a. Students are expected to be in front of their computer for the exam during the designated exam check-in period and ready to start the exam at the indicated start time. **Unexcused tardiness can result in the student not being allowed to take the exam.** All students are expected to begin examinations on time. For written examinations, if, because of an

emergency or unforeseen event, a student is late, that time will be deducted from the scheduled exam time. NO additional time will be added at the end of an exam for a student who is late. Students who are repeatedly late for exams may be referred to the Office of Student Affairs and may be subject to disciplinary action.

- b. **Any student leaving their testing camera view, in the absence of calling Academic Technology for support, will be reported for review for an Honor Code Violation.**

7. **PRE-POST EXAM ROOM REVIEW**

- a. The student's mobile phone must be functioning and activated prior to taking the exam. A recorded 360-degree room review of the room must be taken immediately before the start of the exam and at the end of the exam PRIOR to submitting it. **The student must use their mirror to show their mobile phone screen to the proctor.**
- b. Once the exam has been downloaded the student will receive a prompt requesting permission for a photo to be taken for facial recognition and permission to be under room review during the exam. T

8. **STUDENT BEHAVIOR**

- a. Students are reminded that they have signed an attestation that they have read and understand the "Rowan-Virtua SOM Code of Conduct."
- b. Students must obtain the exam password from their email. This will be released ten minutes prior to the exam scheduled start time.
- c. Students that are deemed as "late starts" are allowed to take the exam; the exam time may be reduced as previously described. The student must stop the exam at the time indicated by the proctor.
- d. Technical support is provided by the Academic Technology Team.
- e. The integrity of the exam is maintained. Students are not permitted to make recordings or take written notes of the contents of the exam.
- f. Although students are along, they cannot read aloud or talk out their thoughts during the exam.
- g. Examinees are not allowed to access written materials or other sources.
- h. No bathroom breaks are allowed during a remote proctored exam. Students requiring accommodations should contact the Center for Student Success 2 weeks in advance of the exam.

9. **ENDING THE EXAM**

At the end of the session and before examinees are allowed to exit the exam

- a. When the student is finished and ready to close the exam they should
 - i. Send a private chat to the proctor to indicate "finished" then switch back to video and wave their hand to get the proctor's attention
 - ii. Proctor will replay and request that the student pan the room and finish with the computer screen.
 - iii. Use their mobile phone to slowly pan the room finishing by showing the screen of their computer.
 - iv. Once the Proctor sees the computer screen clearly, they will give the "ok to submit" in chat and observe upload and green screen on the student's computer screen.
 - v. Select the "Exit & Save" icon on the top bar of the page to close the exam correctly
 - vi. Once the student has selected the above option, the software will ask again if they want to close the exam. There is no way to reopen the exam after it is closed. If the student is sure they are finished, select "Close Exam" then "Exit"
 - vii. At this point, their computer will restart. Log back into the computer using the Rowan-Virtua SOM account, and their answer file will be automatically uploaded into the system.

- They will receive an email confirming that their answers were successfully uploaded.
- viii. Students must clean the dry erase board used during the exam and when prompted, must show the clean board to the proctor.
 - ix. Proctor will dismiss the student from the exam/meeting when confident that all of the above check-out requirements have been successfully executed.

10. **IRREGULAR INCIDENTS**

The Phase/BIC Director and the chief proctor have the authority and responsibility to ensure that the examination is conducted under standardized conditions for all examinees. The chief proctor is expected to document in a written report all incidents that disturb or deviate from these conditions. Irregular behavior **will be reported to the Assistant Dean for Pre-Clerkship Curriculum and the Assistant Dean for Student Affairs for review**. Each incident will be evaluated, and the policies of the student handbook will apply. Consequences can include a referral to the Disciplinary Committee.

Irregular incidents include but are not limited to:

- i. **Test Taken engagement changes** (ex. Student's eyes looking away from the laptop, talking aloud, leaving camera view)
- ii. **External sources detected**
- iii. **Test taker leaves camera view**
- iv. **Additional person is detected**
- v. **Additional electronic device detected**
- vi. **Multiple voices detected**
- vii. **Copying, giving answers to or receiving information** from another examinee, permitting answers to be copied, or in any way providing or receiving unauthorized information about the contents of the examination is not permitted. Students engaged in this behavior will be identified and the behavior documented.

Irregular Behavior involving Multiple Students:

Rowan-Virtua SOM Student Body and Administration take reports of cheating or any unprofessional behavior very seriously. All students are bound by the student sanctioned Code of Conduct, found in the Rowan-Virtua SOM Student Handbook. If incidents of irregular or unprofessional behavior involving multiple students are reported, the Senior Associate Dean for Academic Affairs & Student Services and the Assistant Dean of Student Affairs may refer the incident to the Disciplinary Hearing Board for action.

11. **PERMITTING ABSENCE FROM THE TESTING ROOM**

a. **Use of restrooms:**

- i. **Exams less than 2 hours and 40 minutes.** There will be no break during a remote examination for less than 2 hours and 40 minutes. Student requiring medical accommodations should contact the Assistant Dean for Academic Services and Accreditation in advance of the exam in accordance with the student handbook. **Any student leaving their testing camera view, in the absence of calling Academic Technology for support, will be reported for review for an Honor Code Violation.**
 - ii. **Exams more than 2 hours and 40 minutes.** There will be a single scheduled bathroom break for exams more than 2 hours and 40 minutes.
- b. **Illness:** Should a student become ill or otherwise unable to complete their exam during remote testing must shutdown their computer and immediately contact the Office of Academic Affairs and Student Services.

XIII. COMLEX Policy and Procedures

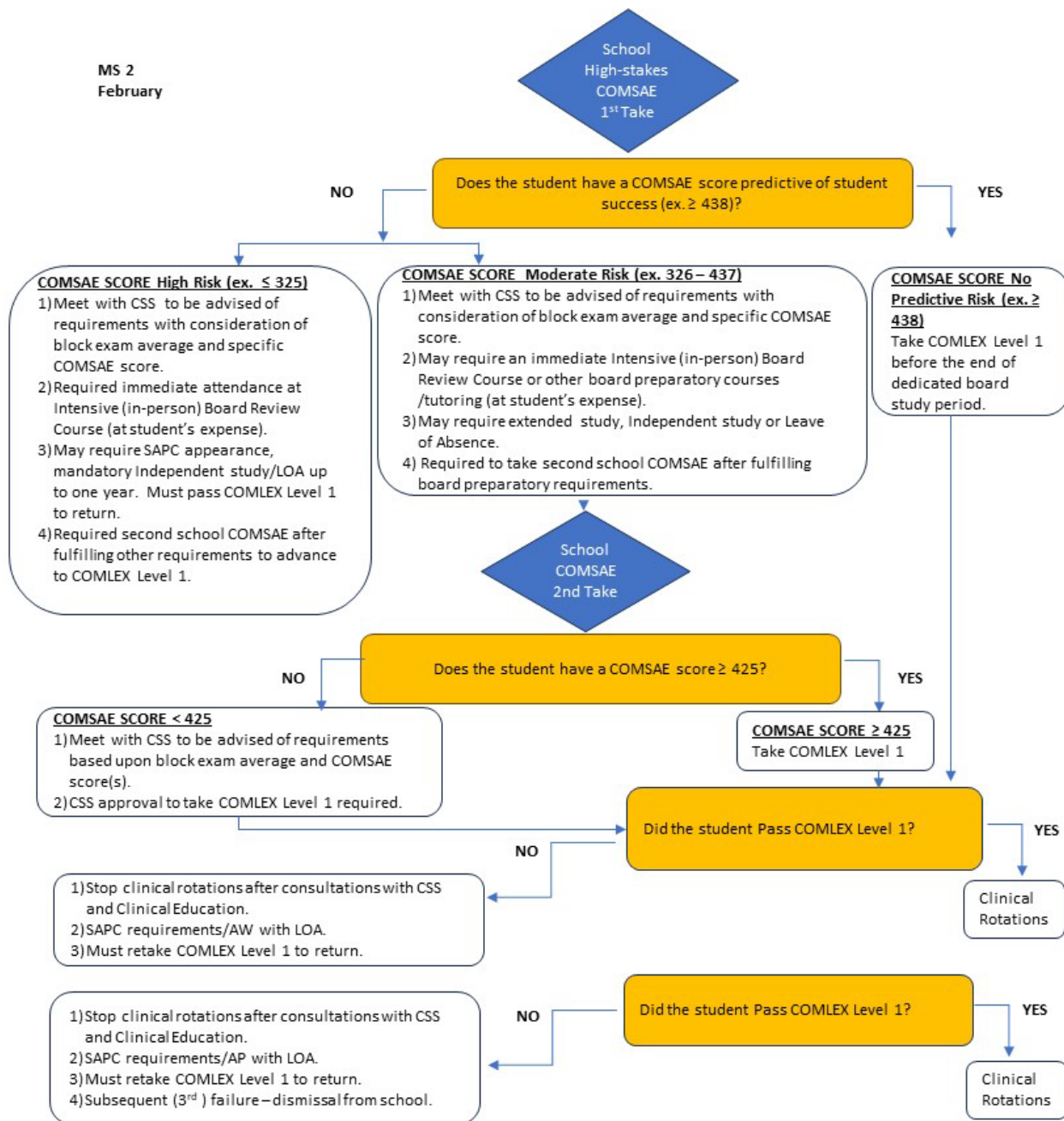
- A. According to the NBOME, a student is eligible to take COMLEX Level 1 upon satisfactory completion of the first year in an AOA approved medical school and by approval of the school. The school will allow students to register and schedule board examinations as soon as allowed by the NBOME. However, students are not permitted to schedule the examination on a date prior to the anticipated completion of all the academic requirements for Year Two (for COMLEX Level 1) or Year Three (for COMLEX Level 2-CE), including completion of any board preparation courses and all core rotation exams and requirements. Students must take and pass COMLEX Level 1 before starting clinical rotations.
- B. 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 minimum passing COMSAE score established by the assessment office (ex. AY24 COMSAE Phase 1 score of 438 and a COMSAE Phase 2 score of 465) to be eligible to take each respective COMLEX exam. Rowan-Virtua SOM arranges for the purchase of COMLEX preparatory materials for all students. Student fees cover these expenses for both the COMLEX Level 1 and Level 2 CE exams.
- C. Student performance on the school administered COMSAE Phase 1 (COMSAE) and a student's medical school overall block exam average are used in combination to determine when a student will be approved to take COMLEX Level 1 as follows:
- a. Students who achieve the COMSAE score predictive of student success on COMLEX Level 1 (ex. AY 24 COMSAE score ≥ 438) are required to take the COMLEX Level 1 exam prior to the end of the dedicated board study period.
 - b. Students who achieve a mild to moderate risk COMSAE Phase 1 score (ex. AY 24 COMSAE score of 325 to 437) are required to:
 1. Meet with their Center for Student Success (CSS) advisor who will provide specific requirements that must be fulfilled to advance to COMLEX Level 1. The requirements are based upon a student's medical school block exam average and their specific COMSAE score. The student-specific requirements can include:
 - a. development of a formal study plan with q-bank expectations;
 - b. attendance at an intensive (in-person) board review course OR other board review course/tutoring (at the student's expense);
 - c. extended study time ;
 - d. independent study/leave of absence as mandated by Student Academic Progress Committee with a passing COMLEX Level 1 score required to return to clinical rotations; and
 - e. other support services as directed by the CSS advisor.
 2. Take a second school proctored COMSAE after fulfilling board preparatory requirements and achieve a score as determined by the Assessment office to advance to take COMLEX Level 1.
 3. Comply with changes to hub and/or track assignment as directed by the Assistant Dean for Clinical Education.
 - c. Students who receive a high risk COMSAE Phase 1 score (ex. ≤ 325) are required to:
 1. Meet with their CSS advisor who will provide specific requirements to advance to COMLEX Level 1. The requirements are based upon the student's medical school block exam average and their specific COMSAE score. The student-specific requirements can include: .
 - a. Development of a formal study plan with q-bank expectations;
 - b. Attendance at an intensive (in-person) board review course (at the student's

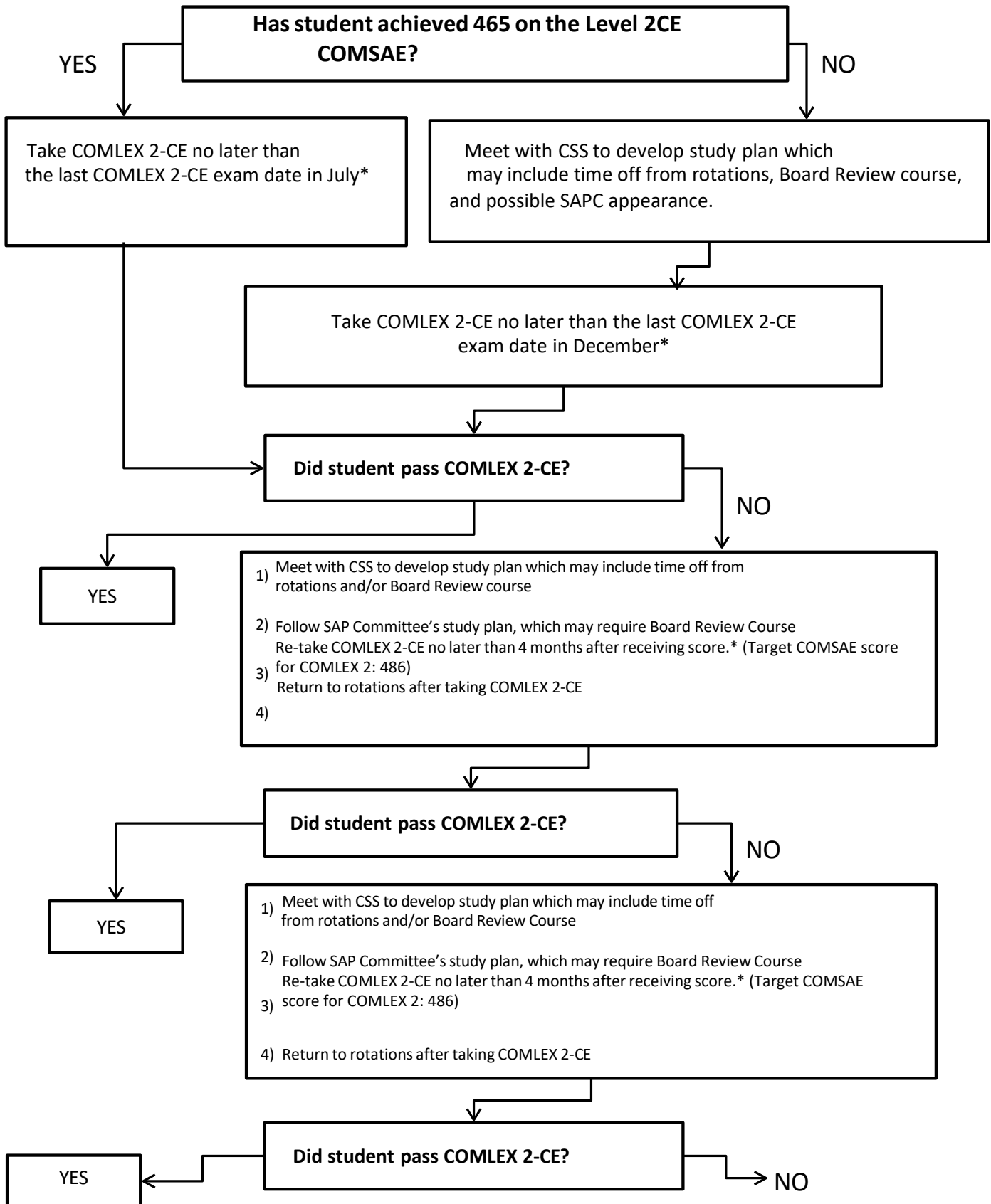
- expense);Extended study period;
- c. Independent study/leave of absence as mandated by the Student Academic Progress Committee for up to one year with a passing COMLEX Level 1 score to return to clinical rotations;
- d. Other support services as directed by the CSS advisor.
- 2. Take a second school proctored COMSAE after fulfilling board preparatory requirements and achieve a score as determined by the Assessment office to advance to take COMLEX Level 1.
- 3. Comply with changes to hub and/or track assignments as directed by the Assistant Dean for Clinical Education.
- d. Students required to take a second school administered COMSAE and receive a COMSAE score below 425 are required to:
 - 1. Meet with their CSS advisor who will provide specific requirements that must be fulfilled to advance to COMLEX Level 1. These requirements will be based upon the student's medical school block exam average together with the specific COMSAE score(s).
 - 2. Obtain approval from the CSS to take COMLEX Level I.
- e. If a student does not meet these deadlines, they may be placed on LOA to return during the spring semester, prior to Clinical Skills Week, and join the subsequent class year. The student must achieve a passing COMLEX Level 1 score to return to clinical rotations (Please note that the total allowed maximum Leave of Absence is one year, or 52 weeks.)
- D. Student performance on the school-administered COMSAE Phase 2 (COMSAE) and a student's overall COMAT clinical subject exam average performance is used to determine when a student will be approved to take COMLEX Level 2-CE.
 - a. Students who take the school administered COMSAE during the scheduled dedicated study period and achieve the COMSAE score predicted of success as established by the assessment office (ex. COMSAE score \geq 465) are expected to take the COMLEX Level 2-CE exam no later than the last COMLEX 2-CE exam date in July.
 - b. Students who do not achieve a minimum COMSAE Phase 2 score predictive of success are required to:
 - 1. Meet with their Center for Student Success (CSS) advisor who will provide specific requirements to advance to COMLEX Level 2-CE. The student-specific requirements may include:
 - a. Development of a formal study plan with q-bank expectations;
 - b. Attendance at an intensive (in-person) board review course (at the student's expense);
 - c. Extended study period;
 - d. Independent study/leave of absence as mandated by the Student Academic Progress Committee up to one year with a passing COMLEX Level 2 score required to return to clinical rotations;
 - e. Take additional school administered COMSAE;
 - f. Other support services as directed by the CSS advisor.
 - c. Students who are delayed in advancing to COMLEX level 2-CE exam for any reason must take the exam by the last test date in December.
 - d. If a student does not pass COMLEX level 2-CE, they are required to:
 - i. Meet with CSS to develop a study plan which may include time off from rotations and/or a Board Review Course

- ii. Comply with SAPC mandates.
 - iii. Re-take COMLEX Level 2-CE no later than 4 months after receiving a failing score.
 - iv. Return to rotations after re-taking COMLEX Level 2-CE.
 - e. If a student does not meet these deadlines, they may be placed on LOA to return during the spring semester and join the subsequent class year. Students must take COMLEX Level 2-CE prior to returning. (Please note that the total allowed maximum Leave of Absence is one year, or 52 weeks.)
 - f. An appeal to take COMLEX beyond the deadlines above may be granted by the Senior Associate Dean for Academic Affairs & Student Services.
- E. Students who are entering a dual-degree program, or a scholarly semester, or a scholarly year are required to take the applicable COMLEX exam prior to starting their program or research. They must pass the applicable COMLEX exam before they will be permitted to return to the DO portion of the program.
- F. Students who fail any COMLEX Level 1 or Level 2-CE may be required to discontinue all for-credit and/or non-credit rotations on a date determined by Academic Affairs and be placed on independent study until they retake the exam. This period of independent study may not last more than one year.
- G. 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.
- H. If a student has not successfully completed COMLEX Level 2-CE by the expected graduation date but has completed all coursework and has not already reached the maximum time limit for their degree program, the student will be allowed a maximum of one additional year to complete the licensing exams. That additional year will start the day after the last course ends. The student will be enrolled as less than half-time and will not be eligible for financial aid.
- I. All students must pass COMLEX Level 1 and Level 2-CE and the school's MS 3 Capstone OSCE to graduate and receive their DO degree.

Guidelines for Advancing to take COMLEX Level 1

MS 2
February





XIV. Individual Performance Assessment and Competency Coaching (IPACC) Committee

The Individual Performance Assessment and Competency Coaching (IPACC) Committee is composed of faculty leadership, deans and directors. The primary charge of the committee is to monitor student competency performance and to support student's overall academic and professional development. The committee reviews each student at least three times between OMS I and OMS IV and is responsible for providing requirements and suggestions to support meeting competency and academic benchmarks as well as to help advance students' professional development. Outcomes of the committee decisions are communicated to students directly. Students who fail to fulfill IPACC requirements may receive a Professionalism Referral to the Office of Student Affairs. The IPACC 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 & Student Services 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 & Student Services 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 Individual Performance Assessment and Competency Coaching Committee as unsatisfactory in academic, and/or clinical performance, and/or competency milestone progression will be referred to the Committee for a complete review of their record. The Committee shall review, among other items, grades, faculty evaluations, professional demeanor, professional conduct, concern for the welfare and dignity of patients, concern for the rights of others, responsibility to duty, trustworthiness, ethical conduct, aberrant behavior, and general or specific conduct meriting concern. At these meetings, the Committee will formulate recommendations for individual students based upon data provided by Academic and Student Affairs and others. These recommendations may include but will not be limited to: 1) a program of remedial instruction, 2) leave of absence, or 3)

dismissal. The Committee may request the appearance of a student at any scheduled meeting to discuss matters pertaining to their standing. A student may also request a personal appearance before the Committee during its regularly scheduled meetings. All Committee meetings and student appearances are conducted via Webex. A student appearing for any reason may be accompanied by a faculty advocate. Advocates attending a meeting on a student's behalf will not be present for the closed discussion of the Committee or the vote by the Committee.

XVII. Academic Warning and Academic Monitoring Policy

Academic monitoring and warning provide a mechanism for the Student Academic Progress Committee to identify students whose performance is below expectations and who may benefit from additional academic monitoring and support.

A student will be placed on Academic Monitoring if they:

1. At least 1 block exam failure (exam score <70.0%) AND an academic year block exam average < 77.0% any point after completion of the fall semester.
2. Is required to attend pre-matriculation and has a pre-matriculation exam grade that is below 80%.

A student will be placed on Academic Warning if they:

1. are currently on academic monitoring (as defined above) AND fail a third block exam in the current academic year;
2. have 3 or more block exam failures within the fall semester;
3. have a total of 4 block exam failures in an academic year;
4. have an academic year block exam average below 74.0% at any point after completion of the fall semester;
5. fail any block/intersession/course (BIC); or
6. fail any one COMLEX examination or any COMAT / departmental exam.

Academic Monitoring requires:

- Mandatory submission of a performance improvement action plan for review and approval by the Center for Student Success.
- A review of student engagement with extracurricular activities in consultation with the Center for Student Success, which may result in the need to reduce and realign activities to create additional time for the student to focus on their academic success.

Academic Warning requires:

- Meeting with the Center for Student Success staff and completion of all agreed-upon action steps and learning programs.
- Prohibition against travel to conventions, conferences, meetings, recruiting trips or other travel that conflicts with class time.
- Possible additional prohibitions at the discretion of the Student Academic Progress Committee, including limiting a student's choice of a clerkship hub.

Students who fail to meet the requirements of Academic Monitoring or Academic Warning may be referred to the Assistant Dean for Student Affairs for disciplinary action at the discretion of the Student Academic Policy Committee.

Removal of Academic Monitoring and Academic Warning

Student will be removed from Academic Monitoring when they successfully complete the academic year with no subsequent exam failures AND have an academic year block exam average $\geq 74.0\%$, OR successfully pass COMLEX Level 1.

Students will be removed from Academic Warning when they:

- 1) successfully complete the academic year with no subsequent block exam failures AND elevate their block exam average $\geq 74.0\%$.
- 2) successfully remediate the COMLEX, COMAT or BIC(s) failure

XVIII. Academic Probation

The Committee has wide discretion on placing a student on Academic Probation (AP), and consequences may include limiting a student's choice of clerkship hub. In general, a student who fails two blocks/intersessions/courses in their academic career, fails two (2) COMAT/departmental exams, or fails the same COMLEX exam twice, will be placed on Academic Probation. Students will remain on AP status until they have successfully remediated the COMLEX, COMAT or BIC. Academic Probation requires:

- Possible ongoing appearances before the Committee according to a schedule set out by the Committee members.
- Student compliance with all recommendations of the Committee.
- Prohibition against student holding any office in student government, clubs, etc.
- Prohibition against student serving on any committees.
- Prohibition against student travel to conventions, conferences, meetings, recruiting trips or other travel that will require time away from the classroom.
- Participation in an individualized remediation program designed with the Center for Student Success. The Committee may make other academic requirements.
- Students on Academic Probation who fail to meet all requirements of Academic Probation may be recommended for dismissal or be referred to the Assistant Dean for Student Affairs for disciplinary action at the discretion of the Committee.

XIX. Leave of Absence

A. Medical or Personal Leave of Absence

1. A leave of absence (LOA) from the medical school curriculum can be granted or required under extraordinary medical or life circumstances for up to one year (52 weeks)
2. The SAPC may require a LOA if they determine a student is not able to appropriately engage in the learning process with the medical school curriculum.
3. 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.
4. The Dean, the Senior Associate Dean for Academic Affairs & Student Services (Sr. Associate Dean) or the Assistant Dean of Student Affairs may require a LOA if they determine a student is not able to appropriately engage in the learning process with the medical school curriculum.
5. The student requesting the LOA must meet with the Assistant Dean for Student Affairs to describe the circumstances, and a determination will be made if the LOA is warranted
6. 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.

B. Military Leave from Academic Programs

Rowan-Virtua SOM has established a policy regarding academic credit and tuition and fee refunds for students called to partial or full mobilization for state or federal active duty as a member of the National Guard or a Reserve component of the Armed Forces of the United States.

Students who suspend their enrollment in an academic program in response to a call to active military are provided options in consultation with the Student Affairs Dean or equivalent of the school.

It is the practice of Rowan-Virtua SOM Academic Affairs to provide maximum flexibility allowed to our military students to allow them to engage in military rotations and military obligations, as needed and within reason.

C. Involuntary Leaves of Absence

1. Administrative Leave of Absence

- A student may be placed on administrative leave of absence for academic or personal circumstances following review by the Committee.
- A student may be placed on administrative leave of absence any other time by the 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.
- When School officials become aware of a student who is interfering with Rowan-Virtua SOM's education, research or service mission, or who is jeopardizing his or her own safety or welfare or that of other members of the University community, or who represents a threat to property, or who causes concern about any of the above, the Dean may consider whether the student should take a voluntary or involuntary leave of absence or withdraw voluntarily or involuntarily from the School. Such circumstances include, but are not limited to conduct or statements that:
 - a. Harm or reasonably appear to threaten harm to the health or safety of the student or others, or
 - b. Cause or threaten to cause damage to property, or
 - c. Disrupt or impede the educational or other activities of the University or School, or
 - d. Deviate from a course of action established for the student by the Student Academic Progress Committee, or
 - e. Deviate from any conditions attached to the student's return from a Leave of Absence or to conditions attached to disciplinary actions, or conditions established for the student's continuation in the School following evaluation for fitness to participate in the program.

D. Maximum Leave of Absence

Maximum Leave of Absence is one year (52 weeks) or less. Typically, no more than 2 separate LOAs are allowed in the four-year curriculum. Both cannot total more than 52 weeks.

E. 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.
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.

F. 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. This is to ensure that the return is processed by all offices and registration is secured prior to 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 Office of Student Affairs will utilize email, phone, emergency contacts and wellness checks if necessary to locate the student prior to return. Lack of 30-day notice prior to return from Leave of Absence will result in delays in processing return and will not guarantee return by the intended date. This may also lead to delay in student curriculum, class year, and graduation from SOM.

***PLEASE NOTE:** Third or fourth-year students taking any LOA from clerkships may not be able to return to their original hub placement upon their return; if a hub site cannot accommodate them, the student will be placed where there is availability.

XX. Research Scholar Elective

Students occasionally get an opportunity to participate in a full-time research experience that lasts between 4 - 12 months. Those students must apply for approval to get academic credit through the Research Scholar Elective. Students can be approved for a maximum of two semesters in the Research Scholar Elective as an enhancement to their academic program.

To obtain approval for the Research Scholar Elective, students must submit the Research Scholar Elective Application along with required documentation that is specified on the form to the Director of Medical Scholarship. Students will receive written notification of the decision from the Director of Medical Scholarship. Students must be approved first before academic credit will be given.

If approved, the Research Scholar Elective will be listed on a student's transcript for each approved semester. The elective is for credit and is graded Pass/Fail. Students who are approved for the Research Scholar Elective are enrolled full time. They remain eligible for financial aid, student health insurance, parking, etc. During semesters when they are taking no other clerkships, students in the Research Scholar Elective will be charged a Maintain Matriculation fee and applicable fees but are not charged tuition. Under special circumstances, and only with prior approval, students may be permitted to complete a clerkship during their semester(s) of Research Scholar Elective. If so, partial tuition will be assessed.

XXI. Withdrawal

Withdrawal from the School of Osteopathic Medicine is defined as permanent separation of an individual from the School of Osteopathic Medicine. Withdrawal may be requested by a student at any time unless disciplinary proceedings have been initiated. Withdrawal can be requested for academic performance or poor academic progress.

Withdrawal as an alternative to dismissal due to academic reasons must be made in writing to the Senior Associate Dean of Academic Affairs and Student Services up to 10 business days after a dismissal recommendation letter from the Student Academic Progress Committee (SAPC). Withdrawal cannot be requested to avoid dismissal for disciplinary reasons. Withdrawal is not permitted once a disciplinary procedure has started, which commences at the time of written notification of the disciplinary hearing. A student wishing to withdraw for any reason must submit a written request to the Senior Associate Dean of Academic Affairs and Student Services or the Assistant Dean of Student Affairs.

A student may voluntarily withdraw or may be involuntarily withdrawn by administrative action ("Administrative Withdrawal"). 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 involuntary Administrative Withdrawal in writing, to the Dean of the School within ten (10) business days of their appearance date. The Dean's decision is final.

XXII. Dismissal

Reasons for dismissal that span all four years may include, but are not limited to, the following:

- A. Failure of any four courses in the first two curricular years.
- B. Failure to complete all required coursework, including passing required COMLEX exams, within the maximum time frame specified for their degree program (including approved leaves of absence).
- C. Absence of the personal qualifications and attributes deemed necessary to perform the duties of an osteopathic medical student and the osteopathic medical profession.

Reasons for dismissal specific to certain curricular years may include, but are not limited to, the following:

- A. **Pre-Clerkship**
 - a. 1st year
 - i. Failure of three or more courses in one curricular year (ie including a student repeating a year).
 - ii. Failure of the same course two times.
 - b. 2nd year prior to up to and including dedicated Board preparatory period.
 - i. Failure of three or more courses up to and including COMLEX Level I preparatory period ("dedicated") in one academic year or in one curricular year (i.e. including a student repeating a year).
 - ii. Failure of the same course two times.
- B. **Core Clerkships/Courses (2nd year- 4th year)**
 - a. Failure of the same course/clerkship two times.
 - b. Failure of the same COMLEX exam three times.
 - c. Failure of three Core Clerkships/Courses for any reason (including Intersessions).

- d. Students who fail two Core Clerkships secondary to failure of the preceptor evaluation.

A student may appeal a recommendation for dismissal by the Student Academic Progress Committee, in writing, to the Dean of the School within ten (10) business days of their appearance date. The Dean's decision is final.

In cases where dismissal is being considered, the dismissal will not become final until the school's internal appeal process (if the student opts to appeal or the timeframe for appeal has been exhausted), has been completed and a final determination has been made by the Dean. The effective date of dismissal will be the date of final action by the Dean. Pending the Dean's final decision and in accordance with school-specific policies governing student dismissals, the student is allowed to continue their participation in all academic activities for which they are enrolled and will continue to be bound by all school and university regulations and obligations, including those regarding the assessment and collection of tuition and fees.

XXIII. Graduation Requirements

All academic work must be completed no later than June 30 of a given year for students who wish to be counted as a graduate of that given year. Students who must complete additional work beyond the graduation ceremony date will receive their diploma following satisfactory completion of their requirements. Students who successfully complete all requirements for graduation as prescribed by the faculty will be recommended by the Student Academic Progress Committee to the Dean for graduation. A list of the candidates for the degree of Doctor of Osteopathic Medicine must be presented by the Dean to the Executive Council and faculty for their approval.

Candidates approved by the faculty, for the distinction of Doctor of Osteopathic Medicine, are then eligible to receive the degree at the next commencement. Candidates for the degree of Doctor of Osteopathic Medicine must exhibit the requisite knowledge and skills to complete the prescribed course of study and must also possess personal qualifications and attributes deemed necessary to perform the duties of the osteopathic medical profession.

XXIV. Additional Required Clinical Experiences

Students who will be completing their degree requirements after the May in which they were originally anticipated to graduate may be scheduled for their remaining clinical rotations as well as one or more non-credit experiences, in order to keep their clinical skills current in preparation for residency. Each student's schedule will be individually designed by the Registrar to ensure that all degree requirements will be met.

XXV. Graduation on Alternate Dates

The Doctor of Osteopathic Medicine (DO) degree is usually awarded in May after completion of the fourth-year curriculum. A student who will complete all of their degree requirements after the month of May can be awarded the DO degree at a later time subsequent to completion of all degree requirements. **The maximum time from for completion of the academic program is six years, including any time on approved leave of absence (see Section XXVII C.4)** . To be awarded the DO degree, students must have the approval of all of the following: the SOM Student Academic Progress Committee, the SOM Executive Council, and the SOM Faculty. A student must complete all degree requirements to receive the DO degree. Students will be permitted to participate in the Convocation and Commencement ceremonies in May if it is anticipated that they will complete their degree requirements by June 30th. Students who complete their degree requirements after June 30th will be permitted to participate in the Rowan-Virtua SOM Commencement and the University Commencement ceremonies the following May and will be considered members of that graduating class for alumni purposes.

XXVI. Awarding a DO Degree Posthumously

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

- The student was enrolled in the second half of their final year of study at Rowan-Virtua SOM at the time of death.
- The student successfully completed the core clinical rotations.
- The student was in good standing and would likely have completed all of the degree requirements had they not died.

XXVII. Standards of Satisfactory Academic Progress for Title IV & NJ Financial Aid Program Eligibility

A. Purpose

This policy defines satisfactory academic progress for all School of Osteopathic Medicine (SOM) matriculating students.

B. Accountability

The Senior Associate Dean for Academic Affairs & Student Services, 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 SGL curriculum and the Problem Based Learning curriculum due to the different number of total courses required for each of those programs.

- a. A student in the **SGL curriculum** must complete the following minimum number of courses at the end of each academic semester in order to be considered to be making Satisfactory Academic Progress.
 - i. While enrolled in the first- and second-year curriculum:

Semesters 1 and 2 –Students must pass 8/9 courses. 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–Students must pass 7/8 courses. 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.

ii. 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.

b. 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.

i. 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 7 courses out of 8 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.

ii. 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

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-clerkship Years 1 and 2
5. Section IX. Clinical Years 3 and 4
6. Section XII. COMLEX Policy and Procedures
7. Section XVI. Academic Probation
8. Section XXI. Graduation Requirements
9. Section XXII. Additional Required Clinical Experiences

When courses are repeated and passed, only the grade for the second instance of each course will be calculated toward the determination of satisfactory academic progress. Grades earned at another institution by students who transfer to SOM will not be included in the determination of the numerical “C equivalent”.

3. COMLEX

To be making Satisfactory Academic Progress a student must also complete the COMLEX Level 1 and Level 2-CE. If the student fails any COMLEX three times the student will not be making satisfactory academic progress. Students must successfully complete COMLEX Level 1 to continue second/third-year rotations. If a student fails COMLEX 1, the student will be required to stop coursework and will be placed on Independent Study and will be placed on Financial Aid Warning. If a student remains on Independent Study for more than one year, the student will not be making Satisfactory Academic Progress and will not be eligible for financial aid and will be recommended for dismissal. If a student has not successfully completed all COMLEX requirements by the expected graduation date but has completed all other graduation requirements, the student will be allowed a maximum of one additional year but will be enrolled as less than half-time and will not be eligible for financial aid.

4. **Maximum Time Frame for Completion of the DO Degree and Dual Degree Programs**

Maximum time frame is defined by SOM as the maximum number of years after first enrollment that a student may complete SOM courses in the full-time pursuit of a degree. Each academic year the Registrar and the Committee will evaluate whether each student can complete the program without exceeding the maximum years in which courses were attempted. A student must complete all requirements for their specific degree program within the maximum time frame specified in the chart below, including time for approved leave of absence (see Academic Rules and Regulations Section on Leave of Absence).

Degree Program	Standard Length	Maximum Length
DO Students entering 1st year SGL or PBL curriculum	4 years	6 years
DO Students transferring into 2 nd year	3 years	5 years
DO Students transferring into 3 rd year	2 years	4 years
D.O/ JD	6 years	8 years
DO/ MBA	5 years	7 years
DO/ MPH	5 years	7 years
DO/ PhD	7 - 9 years	11 years

(Effective date for new policy: Entering Class of 2021/Grad Class of 2025)

5. Notification of Lack of Satisfactory Academic Progress

Following the evaluations required by Sections A, B and C of this policy, the Committee will transmit written notification to all students who have not met the standards for Satisfactory Academic Progress, with copies to the Rowan University Office of Financial Aid, Senior Associate Dean for Academic Affairs & Student Services, Assistant Dean of Academic Services and Accreditation, Registrar and the Director of the Center for Student Success. The notification will indicate the nature of the deficiency, any methods that maybe available for correcting the deficiency and any consequences that have resulted or may result, such as probation, suspension or dismissal. A student may re-establish Satisfactory Academic Progress by demonstrating achievement of the required completion rate and/ or GPA (C equivalent) and/or COMLEX within the maximum time frame required.

6. **Financial Aid Warning**

Students who have been determined not to be making satisfactory academic progress will automatically be placed on Financial Aid Warning. While on Financial Aid Warning the student is eligible for financial aid for a period of one semester. No appeal is necessary.

The student will be reviewed again at the end of the next semester of enrollment. The student must complete the following semester's courses successfully as well as complete any other requirements established by the Committee. If the student is still not making satisfactory academic progress, see section 7. Appeal for Reinstatement of Financial Aid Eligibility and section 8, Financial Aid Probation.
7. **Appeal for Reinstatement of Financial Aid Eligibility**

Students who have been on Financial Aid Warning in the previous academic semester and are still not making satisfactory academic progress by the end of that semester are not eligible for financial aid. A student may appeal being designated ineligible for financial aid due to extenuating circumstances such as serious illness or death of a family member. The student must submit a written appeal to the Senior Associate Dean for Academic Affairs & Student Services 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.

Rowan-Virtua SOM Student Code of Conduct

PREAMBLE

We, the students of Rowan-Virtua School of Osteopathic Medicine, subscribe to the high standards of conduct that have evolved over the years within the osteopathic medical profession. Rowan-Virtua SOM students join the faculty and administration in accepting personal and collective responsibility for maintaining standards of professionalism, including honesty, integrity, respect, and accountability, which are essential attributes to becoming a physician. Abiding by these principles begins on the first day of medical training.

The following code provides specific guidelines that all students are expected to review and to abide by. Students will be required to sign an agreement acknowledging that they have read and understood the following Student Code of Conduct. This Student Code of Conduct will be used by school administrators when evaluating a student's performance or any deviations from expected behavior.

GENERAL PRINCIPLES

1. Each student must demonstrate integrity and honesty in all academic and professional matters.
2. Each student must be aware of and abide by all applicable federal, state, and local civil and criminal laws and regulations.
3. Each student must be aware of and abide by all University and School policies, rules, procedures and standards, both general and academic.
4. Each student must truthfully represent their work and the work of others.
5. Each student must demonstrate respect in all interactions with faculty, staff, students, patients and other members of the health care team.
6. Each student must demonstrate respect for property at all times.
7. Each student must take responsibility to assess their own actions and the actions of others and report violations of this Student Code of Conduct to a member of the SOM Honor Council or the 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 their mastery of the subject matter or assists another to do the same. Instances of cheating include, but are not limited to:

1. Copying another's work and submitting it as one's own on an examination, paper or other assignment;
2. Allowing another to copy one's work;
3. Using unauthorized materials during an examination or evaluation such as a textbook, notes, or any electronic devices.
4. Collaborating with another individual by giving or receiving unauthorized information during an examination or evaluation.
5. Reproducing or distributing unauthorized information about an examination or evaluation.
6. Changing, altering, or falsifying a graded examination, completed evaluation, grade report form or transcript.
7. Taking an exam for another or allowing another to take an exam for oneself.

PLAGIARISM is an act whereby an individual represents someone else's words, ideas, or data, whether oral, in print or in electronic form as their own work. This includes internet and web-based

resources. Examples include, but are not limited to:

1. Using the exact words of another source without quotations and appropriate referencing;
2. Using the ideas, opinions, data or theories of another without a reference, even if completely paraphrased;
3. Using artificial intelligence to generate assignments including but not limited to papers, presentations, and reflections
4. 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 mandatory sessions 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.

ADDITIONAL UNIVERSITY AND SOM POLICIES

Rowan University Policies can be found at: <https://confluence.rowan.edu/display/POLICY/Home>

Acceptable Use Policy

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

Alcohol and Other Drugs Policy

<https://confluence.rowan.edu/display/POLICY/Alcohol+and+Other+Drugs+Policy>

Americans with Disabilities Act

<https://confluence.rowan.edu/pages/viewpage.action?pageId=52297796>

Accommodations Policy (ADA)

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

Anti-Bullying Bill of Rights Act

<https://www.state.nj.us/education/students/safety/behavior/hib/>

Clean Air / Smoke-Free Environment

In an effort to provide a safe, healthy and comfortable environment for all patients, faculty, staff members, students, volunteers, visitors and the general public, smoking is prohibited in all University-owned or leased facilities and vehicles. The Stratford campus became smoke free on July 1, 2012.

This policy regarding a clean air / smoke-free environment in all University-owned or leased facilities and vehicles is set to protect the health of non-smoking patients, faculty, staff members, students, volunteers, visitors and the general public; to help those who wish to quit smoking do so; and to serve as an example to the community.

COCA Complaints - Policies and Procedures Regarding Complaints Related to COCA Accreditation Standards

The Commission on Osteopathic College Accreditation (COCA) requires that all Colleges of Osteopathic Medicine (COMs) establish a complaint process to protect the integrity and the maintenance of accreditation standards and procedures as they relate to approved COMs having approval from the COCA. Any individual who believes Rowan-Virtua SOM is not in compliance with a COCA accreditation standard has the right to address their concern.

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

Students may file a complaint informally without retaliation by contacting the appropriate Rowan-Virtua SOM administrator; if they need further guidance on this process, they can contact the Office of Academic Affairs for additional information. Students also have the option to file a complaint directly and confidentially with the Commission on Osteopathic College Accreditation (COCA). Written complaints should be addressed to the Secretary of the Commission on Osteopathic College Accreditation at the following addresses:

American Osteopathic Association
Commission on Osteopathic College Accreditation
142 East Ontario Street, Chicago, IL 60611-2864

Email: predoc@osteopathic.org
Phone: 1-312-202-8124

To file a formal complaint regarding accreditation standards, please follow the following steps:

Procedures for a Formal COCA Complaint

1. A formal complaint must be documented in writing, signed by the complainant, and submitted to the Rowan-Virtua SOM Dean or to the COCA Secretary by email to predoc@osteopathic.org with the subject line "Complaint Regarding COM."
2. The complaint must be based on a violation(s) of a COCA accreditation standard, and it must be based on direct and responsible information.
3. The complainant should provide a narrative of the allegation as it relates to accreditation standards or procedures that include any documentation to support the allegation. This information must be accurate and well documented.
4. The complainant should provide evidence if an effort has been made to resolve the problem through the Rowan-Virtua SOM administration; the complaint must include information about all other actions initiated to resolve the problem.
5. Within 10 days of receipt of the complaint, COCA will send the complaint to the Rowan-Virtua SOM Dean. If the Dean receives the complaint, they will notify COCA within two business days.
6. The Dean will appoint an ad hoc committee to investigate and make a recommendation to the Dean within 12 business days. This committee will be chaired by the appropriate Associate Dean, CFO or COO and will include at least two faculty members. The Dean may also choose to add a student and/or staff member to the committee if deemed appropriate.
7. If the Rowan-Virtua SOM ad hoc committee finds that there is no basis to the complaint:
 - a. The finding will be forwarded to the Dean
 - b. The Dean will notify COCA within 15 business days of initially receiving the complaint. COCA will notify the complainant of the Committee's findings in writing.
8. If the Rowan-Virtua SOM ad hoc committee does find merit to the complaint:
 - a. The committee can recommend corrective action to the Dean.
 - b. The Dean will notify COCA within 15 business days of initially receiving the complaint.
 - c. The Dean will work with COCA and its proceedings and ensure that corrective action is taken.
 - d. COCA will notify the complainant in writing of this finding and the corrective action.
9. A file of all complaints will be kept on record in the Dean's office in compliance with our records retention policy.

Rowan-Virtua SOM prohibits any act of retaliation toward any person filing a complaint in good faith.

Based on the Commission on Osteopathic College Accreditation, Accreditation of Colleges of Osteopathic Medicine; these are the current COM Accreditation standards and procedures effective September 2023. <https://osteopathic.org/index.php?aam-media=/wp-content/uploads/COCA-2023-COM-Continuing-Standards.pdf>

Drug-Free Environment

No student, faculty member, resident, staff member or volunteer is permitted to unlawfully manufacture, distribute, dispense, possess or use a controlled substance in any Rowan-Virtua SOM facility or while conducting official university business. Individuals who violate this policy will be subject to appropriate disciplinary action up to and including expulsion or termination from the University and referral for prosecution. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

Drug and alcohol abuse jeopardize the success of the University's programs and negatively impacts operations in terms of productivity, safety and attendance. The University has implemented various assistance programs for individuals who have impairment problems, i.e., those who are unable to perform their duties with reasonable skill and safety due to substance abuse or alcoholism. A listing of drug and alcohol treatment centers is available from the campus assistance programs and at the campus libraries.

Family Educational Rights and Privacy Act (FERPA)

Rowan-Virtua SOM is committed to the privacy of its students' records, as required by law under the Family Educational Rights and Privacy Act. Additionally, students have rights to review their own education records and request an amendment in the records if the student believes there is inaccurate or misleading information.

<https://sites.rowan.edu/registrar/services-resources/ferpa.html>

Misconduct in Science

Rowan-Virtua SOM faculty, administration, staff, students and volunteers have an important responsibility to maintain high ethical standards in scientific research that is conducted on University premises by University personnel. These standards, based upon well-established principles of scientific research, include validity, accuracy and honesty in proposing and performing research, in collecting, analyzing and reporting research results, and in reviewing the research of others. Failure to observe these principles results in misconduct in science damages the University's image, the general public trust and the entire scientific community. In addition, University personnel who commit research misconduct breach their obligations to the University.

<https://confluence.rowan.edu/display/POLICY/Research+Misconduct>

Patents and Intellectual Property

<https://confluence.rowan.edu/display/POLICY/Intellectual+Property>

Policy for Managing Professionalism and Concerns about Student Wellness & Behavior

I. PURPOSE

Professionalism is a competency in medical education which is vital to uphold the standard of the osteopathic profession; professionalism overlaps with human behavior. Concerns about professional behavior may reveal a need for academic coaching or teaching, can be an early indicator of poor mental health and wellness, or can also be egregious actions which necessitate disciplinary action. Rowan-Virtua School of Osteopathic Medicine (Rowan-Virtua SOM) uses an online "Referral Form" for faculty and administrative staff to communicate observed behaviors in students associated with meetings and exceeding professionalism competencies and to alert Academic Affairs and Student Services to student in need of support, coaching, teaching, and remediation.

This policy establishes procedures for managing concerns and commendations as reported through the online Rowan-Virtua SOM Referral Form.

II. ACCOUNTABILITY

Under the direction of the Senior Associate Dean for Academic Affairs and Student Services, and the Assistant Dean for Student Affairs shall implement processes to ensure compliance with this policy.

III. APPLICABILITY

This policy is applicable to all students of Rowan-Virtua SOM.

IV. REFERENCES

Rowan-Virtua SOM Student Responsibilities, Rights and Disciplinary Procedures
Rowan-Virtua SOM Student Code of Conduct

V. POLICY

1. Referrals

Referral Forms are available for any faculty or staff member who works with students and observes their actions. Reports should be submitted to acknowledge and reward students and to alert the Office of Student Affairs to concerning behavior, irregularities in performance, or need for additional support. Examples include but are not limited to: student tardiness or absence from mandatory coursework, student falling asleep in class, student in emotional distress, failure to respond to outreaches from academic offices, unprofessional behavior in verbal or email communication, among others. The Referral Form is found here: [Reporting Tool Questions 6.19.24.pdf](#)

Students are not permitted to submit forms about, regarding, or for other students.

2. Process for Referral Review

The Student Affairs Committee will monitor occurrences and consider action for trends in one category, or occurrences in several categories. Students will be reviewed and discussed when trends are noted, number of reports escalate, or if there are concerns identified in multiple areas. The Student Affairs Committee will also monitor for commendations and kudos.

3. Outcomes and Consequences

Potential outcomes after committee review may include but are not limited to: mentoring and skill development, referral to Student Health & Wellness, structured academic support through the Center for Student Success, public or private letters in student files, mention of concerns in MSPE, IPACC Committee referral, or consideration of SAPC or formal disciplinary hearing. The Student Affairs Committee will also recommend commendations for public recognition and inclusion in the MSPE. The Student Affairs Committee recommends outcomes to Assistant Dean of Student Affairs who executes the plan and next steps along with those identified as part of the follow up for the student.

Preferred Names

<https://confluence.rowan.edu/display/POLICY/Preferred+Name+Policy>

Protection of Minors

<https://confluence.rowan.edu/display/POLICY/Protection+of+Minors>

Research Ombudsperson

The Research Ombudsperson at Rowan-Virtua SOM is a senior faculty member with extensive research experience and stature within the research community who is 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 Student Services and can approach any individual within the University in search of solutions. He / she does not represent either the individual or the school or University, but impartially considers the interest of all parties. Solutions are achieved by recommendations to the party or parties, not decisions or actions by the ombudsperson.

The Research Ombudsperson at Rowan-Virtua SOM is:

Christopher Janson, MD, Associate Professor, Department of Geriatrics
Rowan Medicine Building, Two Medical Center Drive Science Center, Suite 1800,
Stratford, New Jersey 08084
Phone: (856) 566-6329; E-mail: janson@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

Brandy Bennett, Rowan's Title IX Coordinator, at 856-256-5440.

Reporting Sexual Assault or Harassment (Title IX)

<https://sites.rowan.edu/diversity-equity-inclusion/departments/osec/titleix/ix-reporting.html>

Students who experience sexual misconduct and those who have knowledge of sexual misconduct or harassment are strongly encouraged to report this information as soon as possible. Prompt reporting of incidents greatly improves the ability of the University and law enforcement to provide support resources to students and to address the violations effectively. Although there is no time limit for reporting sexual harassment or misconduct offences, delays in reporting may reduce the ability of the University and law enforcement to investigate and respond to incidents. After an incident of sexual assault and domestic violence, the student should consider seeking medical attention as soon as possible. In New Jersey, evidence may be collected even if you chose not to make a report to law enforcement.

Reporting to Law Enforcement

1. Where criminal behavior is involved, the University encourages, and will assist students with, reporting to law enforcement. However, students have the right to decline notifying law enforcement. For criminal offenses that occur on the University campus, students should immediately contact Rowan Public Safety, 856-256-4911. Rowan Public Safety can assist students in contacting and filing a complaint with any other agency when the incident did not occur on campus.

Glassboro campus - Glassboro Police Department, 1 South Main Street,

Glassboro, NJ 856-881-1500 <http://www.glassboropd.org/>

Camden campuses - Camden County Metro Police, 800 Federal Street,

Camden, NJ 856-757-7440 <http://camdencountypd.org/>

Rowan-Virtua SOM campus – Stratford Police Department, 315 Union Ave., Stratford, NJ 856-783-8616 <https://som.rowan.edu/oursom/campus/safety.html>

Title IX Deputy Coordinator for Rowan-Virtua School of Osteopathic Medicine:

Ms. Paula Watkins, Assistant Dean for Admissions
1 Medical Center Drive, Stratford, NJ 08084
856-566-7050, fennerpa@rowan.edu

Other Reporting Options

Students may file a claim with the [Office of Civil Rights, U.S. Department of Education](#). New Jersey, New York, Puerto Rico, Virgin Islands Office for Civil Rights
New York Office U.S. Department of
Education 32 Old Slip, 26th Floor, New York,
NY 10005-2500
Telephone: 646-428-3800 - Fax: 646-428-3843 - E-mail: OCR.NewYork@ed.gov

For complaints in which an employee is involved, in addition to filing a complaint with the University's Office of Equity and Diversity, victims have the right to file a complaint with the New Jersey Division of Civil Rights or the U.S. Equal Employment Opportunity Commission. A copy of the New Jersey Policy Prohibiting Discrimination in the Workplace and the corresponding Model Procedures is available in the Office of Equity and Diversity or at the website: www.rowan.edu/equity.

If You Are the Victim of Sexual Violence

There is never an excuse for using force, intimidation, or drugs/alcohol to induce someone to perform sexual acts of any kind. If you (or someone you know) have been the victim of sexual violence, on or off-campus, help is available, immediately and in the long-term. You are not alone – there are many sources of confidential help, and Rowan-Virtua SOM is committed to helping you secure the assistance you need.

Regardless of whether you wish to file a police report, it is important to seek medical assistance as soon as possible to receive preventive medication for possible sexually transmitted diseases and be eligible to receive emergency contraception.

GET IMMEDIATE HELP

Get to a safe place as soon as you can.

If the assault has taken place recently, and you are able to do so comfortably, avoid the following activities before deciding whether you will participate in a forensic medical exam: eating or drinking, bathing, showering, douching, using the bathroom, or changing your clothes.

Contact Public Safety or the local police: **FOR A TRUE EMERGENCY: 911**

For a non-emergency (locked keys in car, etc.) 856-256-4922

Public Safety Department

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

Other Resources for Immediate Help:

- State-wide Sexual Assault Toll Free Hotline (800) 601-7200 – or online at <http://www.njcasa.org/>
- Sexual Violence Programs in NJ, by county <http://www.state.nj.us/dcf/news/publications/index.html>

KNOW YOUR RIGHTS

Notifying the police does not require you to pursue criminal prosecution or Rowan-Virtua SOM

disciplinary action. Your rights include:

- Contacting Public Safety to file criminal charges or report any issue regarding physical security, or contacting local police; and, or;
- Filing civil charges through the courts; and, or;
- Independent of filing criminal or civil charges, pursuing charges through University policies (see below), if the alleged assailant is part of the Rowan-Virtua SOM community.
- Deciding to file no charges;
- Rights as outlined in the Campus Sexual Assault Bill of Rights (see below).
- Contacting the University's Title IX Coordinator who is responsible for overseeing complaints regarding sexual assault. Contacts:

Joe Mulligan, Interim Title IX Coordinator
856-256-5440, mulligan@rowan.edu

Brandy Bennett
856-256-5831, bennettb@rowan.edu

Margie Viggiano Supervisory Program Coordinator
856-256-4294, viggianom@rowan.edu

Christy Mroz Administrative Assistant
856-256-5494, mroz@rowan.edu

Paula Watkins, Assistant Dean for Admissions
Deputy Title IX Coordinator, Stratford Campus Rowan-Virtua
SOM 856-566-7050, fennerpa@rowan.edu

Other Things You Should Know:

- Note that the University will investigate allegations of sexual harassment, and take appropriate action, even if you do not wish to pursue action through the University's disciplinary process; the University's response, however, may be hindered by your wishes, if any, for anonymity and/or inaction.
- The University will make every effort to stop sexual harassment, remedy the harassment and prevent recurrence. To achieve this, you may request changes in your academic schedule and housing; such changes will be designed, whenever possible, to minimize the burden on your educational program. In certain cases, due to curricular constraints, remedies such as separate classes or classrooms may not be possible.
- The University will issue, in writing, a "no contact" order to all parties to an alleged sexual assault promptly after receiving notice of a complaint.
- The University recognizes that sex-based cyber-harassment is a form of sexual harassment, and individuals have the right to be free of such harassment within the University and report these incidents to School and University officials.

Harassment, Bullying or Discrimination Policy

Rowan University is committed to providing every Rowan University student with a work and educational environment free from prohibited discrimination, harassment and retaliation. We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, ethnicity, national origin, age, marital status, sex, sexual orientation, gender identity, gender

expression, disability, religion, veteran status and other protected categories.

Reporting Harassment, Discrimination and Retaliation (Title VI)

<https://sites.rowan.edu/diversity-equity-inclusion/departments/osec/titlevi/vi-reporting.html>

We at Rowan-Virtua SOM commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, ethnicity, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, veteran status and other protected categories.

If you feel you or someone you know is a victim of discrimination, harassment or retaliation on the basis of any of the protected categories such as disability, gender identity and expression, national origin, race or ethnicity, religion, sex, sexual orientation, age, color, veteran status, genetic information and other characteristics prohibited by law, report it! Use the link below to report.

The electronic reporting form can be completed by either victims of discrimination, harassment and retaliation or witnesses to them. Please include as much information as possible. All reports will be kept confidential to the extent possible. Students who file a report are required to cooperate with the investigation/review, including but not limited to, attending meetings, being forthright and honest during the process and keeping confidential the existence and details of the investigation/review.

File a report over the phone: Call (856) 256-5830

To file a report anonymously, call the 24-hour Alert Line at (855) 431-9967

For emergency reports: Call Rowan University Department of Public Safety at (856) 256-4922

Social Media Policy

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

Student Mistreatment Policy

Rowan-Virtua School of Osteopathic Medicine (Rowan-Virtua SOM) is committed to promoting student success in an atmosphere of mutual respect, collegiality, fairness, trust, and accountability within its respective community. Educational standards established by the Commission on Osteopathic College Accreditation (COCA) state: "A COM must ensure that the learning environment of its osteopathic medical education program is conducive to the ongoing development of professional behaviors in its osteopathic medical students, faculty, and staff at all locations and is one in which all individuals are treated with respect.

Mistreatment of students may occur in many forms and can seriously impair the educational experience. Student mistreatment, abuse, harassment, intimidation or bullying will not be tolerated. This policy applies to all members of the Rowan-Virtua SOM Community with whom students interact throughout all four years and all aspects of the educational experience, including faculty, staff, residents, students, clinical and other affiliates. "Mistreatment" is defined as 'intentional or unintentional behavior that demonstrates disrespect for the dignity of others or unreasonably interferes with the learning process.' It can take the form of physical punishment, harassment, psychological cruelty, retaliation and discrimination based on race, religion, ethnicity, sex, age or sexual orientation or any other protected class. Specific examples of mistreatment include, but are not limited to:

- Inappropriate or unprofessional criticism or verbal abuse that belittles, or causes embarrassment or humiliation to a student;
- Intentionally singling out a student for arbitrary treatment that is deemed punitive;
- Committing an act of physical abuse or violence of any kind; e.g., throwing objects, aggressive violation of personal space, hitting, slapping, kicking, or threats of the same nature;

- Requiring a student to perform inappropriate tasks intended to humiliate, control, or intimidate the student;
- Exploitation of students in any manner; e.g., unreasonable requests for a student to perform personal errands;
- Retaliatory behavior such as grading or assigning tasks to punish a student rather than evaluating or assessing a student’s performance;
- Unreasonable exclusion from reasonable learning opportunities (i.e., being denied entrance to a lecture that other students are attending);
- Pressuring a student to perform medical procedures for which the student is insufficiently trained and does not have proper oversight (i.e., placing a student in a role that compromises the care of patients);
- Subjecting students to offensive remarks or names; or making unwelcome sexual comments, jokes, or taunting remarks about a person’s protected status;
- Sexual assault, discrimination and harassment (these issues will be investigated and addressed by Rowan University);
- Being denied opportunities for training or rewards based on a person’s protected status; and

“Retaliation” is defined as an adverse action taken against an individual in response to, motivated by, or in connection with an individual’s complaint of mistreatment, participation in an investigation of such complaint and/or opposition to reported mistreatment in the educational or workplace setting.

Student Reporting Procedure: It is strongly suggested that students submit the Rowan-Virtua SOM electronic reporting form in real-time for all alleged mistreatment related events to ensure proper follow-up and resolution.

https://rowan.co1.qualtrics.com/jfe/form/SV_7ZOynROqri5dvOS

A student can also report an incident through any of the following methods or individuals with whom they feel comfortable reporting:

- Online reporting:
While there are several anonymous and confidential ways to report inappropriate treatment of students, full disclosure of the persons involved, and the behaviors witnessed can lead to more effective action to correct the problem. Therefore, Rowan-Virtua SOM encourages full reporting of incidents of inappropriate treatment of students and people involved in them. However, anonymous reports will also be investigated to the extent that specific information is provided*. A student can report anonymously by utilizing the Rowan University [Discrimination/Harassment/Retaliation Reporting form](#).

If a student chooses not to remain anonymous, Rowan-Virtua SOM will discuss with the reporting student whether they want their name shared with the mistreatment source, as well as the timing of contact (e.g., delay until relevant course/clerkship has been completed). Rowan-Virtua SOM will keep confidential all records of complaints and investigations to the extent permitted by law.

- University online electronic form that can be submitted confidentially to OSEC in Glassboro)
- SOM Administrative Reporting by office:
 - Office of Student Affairs – Stratford
 - [Anne Jones](#), DO, Assistant Dean, Office of Student Affairs
 - [Dean Micciche](#), MA; Assistant Dean for Student Programs and Alumni Engagement
 - Office of Clinical Education – Stratford
 - [Michele Tartaglia, DO](#), Assistant Dean for Clinical Education

- Office of Diversity, Equity and Inclusion
 - Naima Hall, Assistant Vice President, Division of DEI
 - Joe Mulligan, Interim Title IX Coordinator
 - [Paula Watkins](#), MA, Assistant Dean for Admissions,
- Academic Affairs and Disabilities/Accommodations
 - [Jackie Giacobbe](#), MS.Ed, Asst Dean for Academic Services and Accreditation

Student Responsibilities, Rights and Disciplinary Procedures

<https://confluence.rowan.edu/display/POLICY/Student+Responsibilities%2C+Rights+and+Disciplinary+Procedures>

Workplace Policies

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. For more information or non-complaint related inquiries should be directed to the Office of Employee Equity at 856-256-5830 or <http://www.rowan.edu/equity/documents/EqualEmploymentOpportunityPolicyStatement2.pdf>

Discrimination in the Workplace and Educational Environment

[Policy Prohibiting Discrimination in the Workplace and Educational Environment](#)

Workplace Diversity

Rowan University's Diversity Statement https://sites.rowan.edu/welcome/diversity_statement.html

Office of Division, Equity and Inclusion <https://sites.rowan.edu/diversity-equity-inclusion/index.html>

Summary of General Grievance and Complaint Policies and Procedures

There are various mechanisms students may use to file and resolve a complaint. For academic, course, or grade complaints, students can follow the steps above. For general complaints (other than Title VI or Title IX complaints), students may contact any of the Assistant / Associate Deans in Academic Affairs and Student Services if they have witnessed or participated in something they believe violates any SOM policies. The Assistant/Associate Dean will take immediate steps to try to resolve the issue by listening to the student, analyzing the facts, applying relevant policies, referring to the appropriate office and/or taking any other immediate action necessary. If a straightforward resolution is not possible, the Assistant/ Associate Dean may set up a meeting with relevant parties to resolve the issue. If this process fails to rectify the issue, the student may file a formal complaint in writing to the Dean.

General complaints may also be reported through the Rowan University Alert Program. An Ethics/Integrity hotline number is provided for students, faculty and staff to report issues and concerns regarding but not limited to unethical behavior, inappropriate conduct, bullying, harassment, and any other violation to Rowan University policies. There is also a website where a student, faculty or staff can report concerns electronically; both reporting mechanisms allow the person reporting to remain anonymous if they so choose.

Rowan University Integrity Line: 1-855-431-9967; or via the web [https:// rowan.edu/integrityline](https://rowan.edu/integrityline)