



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



D.O. STUDENT HANDBOOK

Rowan-Virtua School of Osteopathic Medicine

[Go to Table of Contents](#)

Stratford, NJ 08084-1501 & Sewell, NJ 08080

856-566-6000

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

July 2026

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, the Library, and Student Financial Aid.

The D.O. Student Handbook is informational only and does not constitute a contract between Rowan-Virtua School of Osteopathic Medicine and any student. This handbook applies to the D.O. program and its students. 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.

Table of Contents

<u>MISSION STATEMENT</u>	8
Rowan University Mission	8
Rowan-Virtua SOM DO Mission, Vision, Essential, Values & Guiding Principles	8
<u>HISTORY OF ROWAN UNIVERSITY</u>	8
<u>HISTORY OF ROWAN-VIRTUA SCHOOL OF OSTEOPATHIC MEDICINE</u>	8
<u>OSTEOPATHIC MEDICINE</u>	9
What is Osteopathic Medicine?	9
Code of Ethics of the American Osteopathic Association (AOA)	10
The Osteopathic Oath	10
<u>CAMPUS LEADERSHIP & FACULTY</u>	11
Rowan University – Executive Leadership	11
Board of Trustees of Rowan University	11
Administration of Rowan-Virtua SOM	11
Administration of Rowan-Virtua SOM DO Program	11
Rowan-Virtua SOM Center Directors	11
Rowan-Virtua SOM Chairpersons	12
Rowan-Virtua SOM DO Committee Chairperson (Standing)	12
Faculty of Rowan-Virtua SOM	12
<u>GETTING TO KNOW ROWAN UNIVERSITY & THE ROWAN-VIRTUA SOM CAMPUS</u>	13
Accreditation of Rowan University	13
Accreditation of Rowan-Virtua SOM	13
Campus Information	13
Stratford Location	13
Sewell Location	15
<u>THE HOPE BRINGS STRENGTH HEALTH SCIENCES LIBRARY & SEWELL LEARNING COMMONS</u>	16
Library Resources and Services	16
Facilities & Equipment	16
Research & Reference Services	16
Access	16
Library Etiquette	16
<u>HOUSING</u>	17
<u>ROWAN UNIVERSITY POLICE DEPARTMENT</u>	17
Contact Numbers	17
Emergency Telephone Call Boxes	17
Automated External Defibrillators (AED)	17
<u>ADMISSIONS</u>	19
Dual Degree Programs	19
Confidentiality Policy	20
Criminal Background Check	20
Technical Standards for Admissions, Matriculation, Promotion & Graduation	22
Policy on Tuition and Fees	24
Residency Requirements (In-State / Out-of-State)	24
Student Body	25
Credit for Advance Standing in Science Courses	25
Tuition and Fees	25
Rowan-Virtua SOM DO Program Costs of Attendance/Tuition & Fees for AY 2026-2027	25

<u>REGISTRAR</u>	26
<u>Academic Calendar</u>	26
<u>Address Changes</u>	26
<u>Annual Notification of Rights Under FERPA</u>	26
<u>Course Rosters</u>	26
<u>Diplomas</u>	26
<u>Grade Rosters</u>	26
<u>International Experiences</u>	26
<u>Jury Duty</u>	27
<u>Name Changes</u>	27
<u>Registration</u>	27
<u>Transcripts</u>	27
<u>Verifications / Letters of Good Standing</u>	27
<u>CURRICULUM</u>	28
<u>Medical Education at Rowan-Virtua SOM</u>	28
<u>Pre-Clerkship Phase (Years 1-2)</u>	28
<u>Clerkship Phase (Years 2-4)</u>	29
<u>Four-Year Curriculum Summary</u>	29
<u>First Year Class Schedule and Exam Schedule</u>	32
<u>First Year Common Course Descriptions</u>	32
<u>SGL First Year Course Descriptions</u>	33
<u>PBL First Year Course Descriptions</u>	35
<u>Second Year Class Schedule and Exam Schedule</u>	37
<u>Second Year Common Course Descriptions</u>	37
<u>SGL Second Year Course Descriptions</u>	38
<u>PBL Second Year Course Descriptions</u>	39
<u>BRIDGE Weeks</u>	40
<u>Areas of Distinction</u>	41
<u>Clerkship Years 2 – 4</u>	42
<u>Clerkship Hub Sites & Core/required Rotations</u>	42
<u>Instructional Goals</u>	42
<u>Hospital/Track Request System</u>	43
<u>Clerkship Years Policies</u>	43
<u>Health Insurance Portability and Accountability Act of 1996</u>	43
<u>Urine Drug Screen</u>	43
<u>EPIC EMR Training</u>	44
<u>BLS/ACLS Certification</u>	44
<u>Background Check</u>	44
<u>Required Trainings/Forms</u>	44
<u>General Duties on Clinical Rotations</u>	44
<u>On-Call Responsibilities</u>	44
<u>Year 2-3 Course/Clerkship/Intersessions Descriptions</u>	46
<u>Clerkship Years 2-3 Elective</u>	50
<u>Rowan-Virtua SOM Clerkship Coordinators</u>	51
<u>Fourth Year Program</u>	53
<u>Fourth Year Course Descriptions</u>	53
<u>Fourth Year Electives</u>	54
<u>Fourth Year Elective Criteria Policy</u>	55
<u>Clerkship Applications</u>	56

<u>Policy on Scheduling and Canceling Fourth Year Clerkships</u>	56
<u>Clerkship Contacts for Fourth Year Rotation</u>	57
<u>DEPARTMENT OF MEDICAL EDUCATION & SCHOLARSHIP</u>	58
<u>ASSESSMENT and EVALUATION</u>	59
<u>Assessment Committees</u>	59
<u>Curriculum and Program Reporting</u>	59
<u>Student Performance Outcomes</u>	59
<u>Institutional Performance Outcomes</u>	60
<u>SIMULATION CENTER</u>	60
<u>GRADUATE MEDICAL EDUCATION</u>	61
<u>STUDENT AFFAIRS and ALUMNI ENGAGEMENT</u>	62
<u>Student Government Association Constitution</u>	62
<u>Student Professional Societies & Clubs of SOM</u>	62
<u>Academic Attire</u>	62
<u>Dedicated Student Spaces</u>	62
<u>Student Room Reservations</u>	62
<u>Orientation</u>	63
<u>White Coat Ceremony</u>	63
<u>Rowan-Virtua SOM Commencement</u>	63
<u>University Commencement</u>	63
<u>Alumni Association / Alumni Facts</u>	63
<u>CENTER FOR STUDENT SUCCESS</u>	64
<u>Academic Counseling and Retention</u>	65
<u>Career Counseling</u>	65
<u>Medical Student Performance Evaluation (MSPE)</u>	65
<u>ACADEMIC AFFAIRS & STUDENT SERVICES POLICIES & PROGRAMS</u>	67
<u>Dress Code for 1st and 2nd Year Students</u>	67
<u>Dress Code for Students During Clinical Years and on Clinical Experiences</u>	67
<u>Email</u>	68
<u>Accessibility Services / Accommodation Requests</u>	68
<u>School Closing / Inclement Weather Notices</u>	68
<u>Computer Laptop Program</u>	69
<u>Rowan-Virtua SOM Medical Student Research</u>	69
<u>Summer Research Fellowship Program</u>	70
<u>Medical Students Crediting of Rowan-Virtua SOM Affiliation</u>	70
<u>Rowan-Virtua SOM Student Shadowing Policy</u>	70
<u>FINANCIAL AID FOR ROWAN-VIRTUA SOM STUDENTS</u>	72
<u>Office of the Bursar</u>	72
<u>Financial Aid Overview</u>	72
<u>Financial Aid Resources</u>	74
<u>Student Emergency Fund</u>	74
<u>INFORMATION RESOURCES and TECHNOLOGY (IRT)</u>	74
<u>Rowan NetID</u>	74
<u>Rowan WiFi</u>	74
<u>Printing & Computer Labs</u>	74
<u>Learning Technologies</u>	74
<u>ROWAN-VIRTUA SOM STUDENT HEALTH & WELLNESS SERVICES</u>	77
<u>Hours of Operation</u>	77
<u>Student Mental Health Services</u>	77

<u>COVID-19 Vaccination Process</u>	78
<u>Immunization and Health Requirements</u>	78
<u>EXHIBIT A - Summary of Student Immunization and Health Requirements*</u>	79
<u>Student Health Insurance</u>	79
<u>Needlestick and Bloodborne Pathogen Exposure Policy and Procedure</u>	80
<u>Health Care Providers' Recusal from Student Assessment</u>	81
<u>ACADEMIC STANDARDS / ACADEMIC RULES AND REGULATIONS</u>	81
<u>Purpose</u>	81
<u>Student Registration</u>	81
<u>Policy for Managing Professionalism and Concerns about Student Wellness & Behavior</u>	82
<u>Attendance Policy</u>	83
<u>Grading</u>	88
<u>PreClerkship Curriculum SGL and Elective Clerkships</u>	88
<u>All Required and Elective Clerkships</u>	89
<u>Remediation</u>	93
<u>Student Evaluation of the Curriculum</u>	95
<u>Auditing Courses</u>	95
<u>Student Promotion – Pre-clerkship Years 1 and 2</u>	95
<u>Student Promotion – Clinical Years 2-4</u>	96
<u>Missed Exam Policy</u>	96
<u>SOM Exam Administration and Proctoring</u>	98
<u>COMLEX Policy and Procedures</u>	100
<u>Individual Performance Assessment and Competency Coaching Committee</u>	102
<u>Student Academic Progress Committee</u>	102
<u>Review by the Student Academic Progress Committee</u>	103
<u>Academic Status Policy (Academic Monitoring, Warning, and Probation)</u>	103
<u>Leave of Absence</u>	105
<u>Research Scholar Elective</u>	107
<u>Withdrawal</u>	107
<u>Dismissal</u>	108
<u>Graduation Requirements</u>	109
<u>Additional Required Clinical Experiences</u>	109
<u>Graduation on Alternate Dates</u>	109
<u>Awarding a DO Degree Posthumously</u>	109
<u>Alternate Degree Pathway: Master's of Applied Medical Science</u>	110
<u>Standards of Satisfactory Academic Progress for Title IV & NJ Financial Aid Program Eligibility</u>	110
<u>Interim Suspension Policy</u>	115
<u>Students at Significant Risks to the Health and Safety of Self or Others</u>	116
<u>ROWAN-VIRTUA SOM STUDENT CODE OF CONDUCT</u>	118
<u>Preamble</u>	118
<u>Excellence</u>	118
<u>Innovation</u>	119
<u>Integrity</u>	119
<u>Collegiality</u>	120
<u>Compassion</u>	120
<u>Community</u>	121
<u>Violations</u>	121
<u>ADDITIONAL UNIVERSITY AND SOM POLICIES</u>	124
<u>Acceptable Use Policy</u>	124

<u>Alcohol and Other Drugs Policy</u>	124
<u>Americans with Disabilities Act</u>	124
<u>Rowan University Accommodations Policy</u>	124
<u>Anti-Bullying Bill of Rights Act</u>	124
<u>Smoke and Tobacco Free Environment</u>	124
<u>COCA Complaints – Policies & Procedures Regarding Complaints Related to COCA</u>	124
<u>Accreditation Standards</u>	124
<u>Family Educational Rights and Privacy Act</u>	125
<u>Misconduct in Science</u>	125
<u>Patents and Intellectual Property</u>	125
<u>Preferred Names</u>	125
<u>Protection of Minors</u>	126
<u>Research Ombudsperson</u>	126
<u>Sexual Misconduct & Harassment Policy & Reporting Sexual Assault or Harassment (Title IX)</u>	126
<u>Reporting Harassment, Discrimination and Retaliation (Title VI)</u>	128
<u>Social Media Policy</u>	129
<u>Student Mistreatment Policy</u>	129
<u>Student Responsibilities, Rights, and Disciplinary Procedures</u>	130
<u>Workplace Policies</u>	130
<u>Discrimination in the Workplace and Educational Environment</u>	131

❖ Mission Statement

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

Rowan-Virtua School of Osteopathic Medicine - <https://som.rowan.edu/oursom/leadership/> To foster innovation, advance biomedical research, elevate excellence in education, and deliver transformative interprofessional healthcare for the community we serve.

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>

❖ Osteopathic Medicine

What is Osteopathic Medicine?

Osteopathic Medicine is one of two U.S. pathways to becoming a fully licensed physician. It combines modern medical practices—like prescribing medication and performing surgery—with Osteopathic Principles and Practices (OPP). Osteopathic principles include treating the mind, body, and spirit of our patients. The practices are reflected in our treatment plans created with our patients, as well as the incorporation of Osteopathic Manipulative Medicine (OMM), which is a hands-on approach to diagnosis and treatment. Osteopathic medicine emphasizes wellness, prevention, and patient education. This is further enunciated in the Four Tenets of Osteopathy.

Doctors of Osteopathy (DOs) are licensed to practice in all 50 states and work in all specialties and settings, including the military. From the start of their training, DOs are taught to view patients holistically, considering lifestyle and community factors. They learn to communicate across diverse backgrounds and practice patient-centered care from day one.

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 one 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.

THE FOUR TENETS OF OSTEOPATHIC MEDICINE

1. The body is a unit; the person is a unit of body, mind, and spirit.
2. The body is capable of self-regulation, self-healing and health maintenance.
3. Structure and function are reciprocally interrelated.
4. Rational treatment is based upon an understanding of the basic principles of body unity, self-regulation and the interrelationship of structure and function.

Code of Ethics of the American Osteopathic Association (AOA)

DO 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

The following version of the Osteopathic Oath was adopted by the osteopathic medical profession in 1954.

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

Rowan University - Executive Leadership - <https://sites.rowan.edu/president/leadership.html>

Board of Trustees of Rowan University -

<https://sites.rowan.edu/president/board-of-trustees/members.html>

Administration of Rowan-Virtua SOM

Richard Jermyn, DO, FAAPMR, *Vice Chancellor, Virtua Health College of Medicine & Life Sciences; Dean, Rowan-Virtua School of Osteopathic Medicine*

Carla Granger, MBA, *Assistant Dean of Administration*

Michael Wellens, *Senior Associate Dean of Finance, Virtua Health College (VHC)*

Vice Deans

Millicent King Channell, DO, MA, FAAO, FNAOME, *Vice Dean for Academic Affairs & Student Services*

Josh Coren, DO, MBA, FACOF, *Vice Dean for Clinical Affairs, Director Continuing Medical Education*

ADMINISTRATION OF ROWAN-VIRTUA SOM DO PROGRAM

Associate Deans

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

Andrea Iannuzzelli, DO, FACOI, CMD, *Campus Dean Rowan-Virtua SOM Sewell*

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

Assistant Deans

Nils Brolis, DO, FACOF, *Assistant Dean of Simulation*

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

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

Anne Jones, DO, MPH, FACOF, *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, MS, *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*

TBD, *Director of Student Affairs, Sewell Campus*

Stacey Lynn Mulligan, *Registrar*

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

Rowan-Virtua SOM Institute/Center Directors

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

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

Rachel Silliman Cohen, MD, *Director Child Abuse Research Education & Service Institute (CARES) of NJ*

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

Rowan-Virtua SOM Chairpersons

James Bailey, DO, *FAAPMR, Physical Medicine and Rehabilitation*
Alissa Brotman O'Neill, DO, *Surgery*
Zachary A. Klase, PhD, *Molecular Biology*
Daniel Hurst, PhD, *Medical Education & Scholarship*
Tanya Kadrmas-Iannuzzi, DO, *Pediatrics*
Alexander J. King, DO, *FNAOME Osteopathic Manipulative Medicine (Interim)*
Dominick Zampino, DO, *FACP, Department of Medicine (Interim)*
Alison Mancuso, DO, *FACOF, Family Medicine*
Kevin Overbeck, DO, *FACOG, Geriatrics and Gerontology*
Peter F. Schnatz, DO, MBA, *FACOG, FACP, MSCP, Obstetrics and Gynecology*
Timothy L. Wong, DO, *Psychiatry*
Barry Waterhouse, PhD, *Neuroscience*

Rowan-Virtua SOM DO Committee Chairpersons (Standing Committees)

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*
 Dana Zambito, PhD, *Pre-Clerkship Sub-Committee*
 Leonard Powell, DO, *Clerkship Sub-Committee*
Dana Zambito, PhD, *Faculty Affairs Committee*
Sophia Vogiatzidakis, DO, *Student Academic Progress Committee (SAPC)*
Nicole Streaks-Wooden, MD, *Admissions Committee*
Michael Wellens, *Finance Committee*
Carla Granger, *Operations Committee*
Diane Langford, PhD, *Research Committee*
TBD, *Wellness Committee*
Leonard Powell, DO, *Osteo Research Collaborative*

Faculty of Rowan-Virtua SOM 2026-2027 - [FACULTY OF Rowan-Virtua SOM](#)

❖ 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. 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)**, which is a secure access building. 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.

The AED (Automated External Defibrillator) is located in the Academic Center on the second floor, just beyond the open stairwell on the left side.

The Science Center is a state-of-the-art facility that houses basic science, teaching, and research labs, including a vivarium. The Science Center is a secured building and is for authorized users only, requiring card-access for entry.

The Rowan Medicine Building - The facility houses all Stratford-based patient care services and clinical educational programs, as well as an expanded, state-of-the-art Simulation Center, and a dedicated Osteopathic Manipulative Medicine (OMM) laboratory.

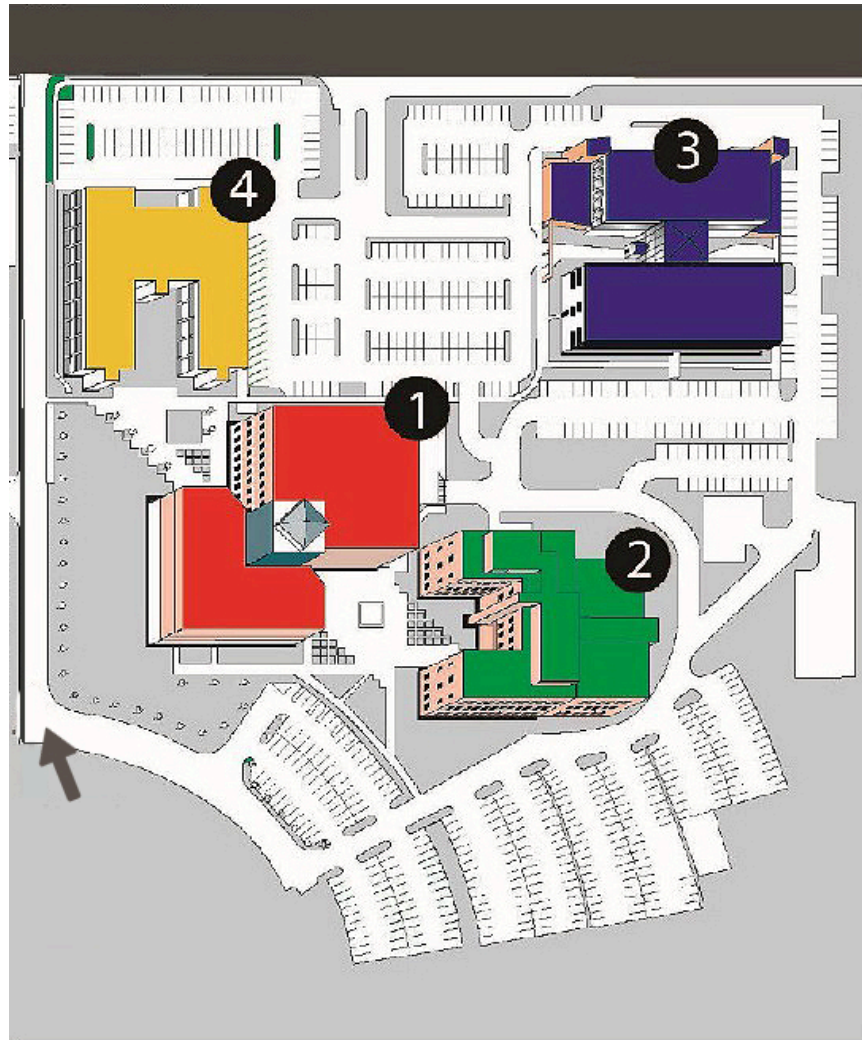
The University Educational Center (UEC) is home to the Office of the Registrar, Student Affairs and Alumni Engagement, the PBL Curriculum at the Stratford campus, a student diversity lounge, classrooms, and administration services, including Human Resources, Operations and Public Safety. The UEC also includes a student lounge on the second floor, room 2076. This space is also home to The Shop at Stratford, one of two food pantries managed by the

Office of Student Affairs.

Public Safety is located on the first floor of the UEC. They 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.



1. Academic Center (AC)
2. Science Center (SC)
3. Rowan Medicine Building (RMB)
4. University Educational Center (UEC)

Sewell Location

Rowan-Virtua SOM Sewell is an alternate-site 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.

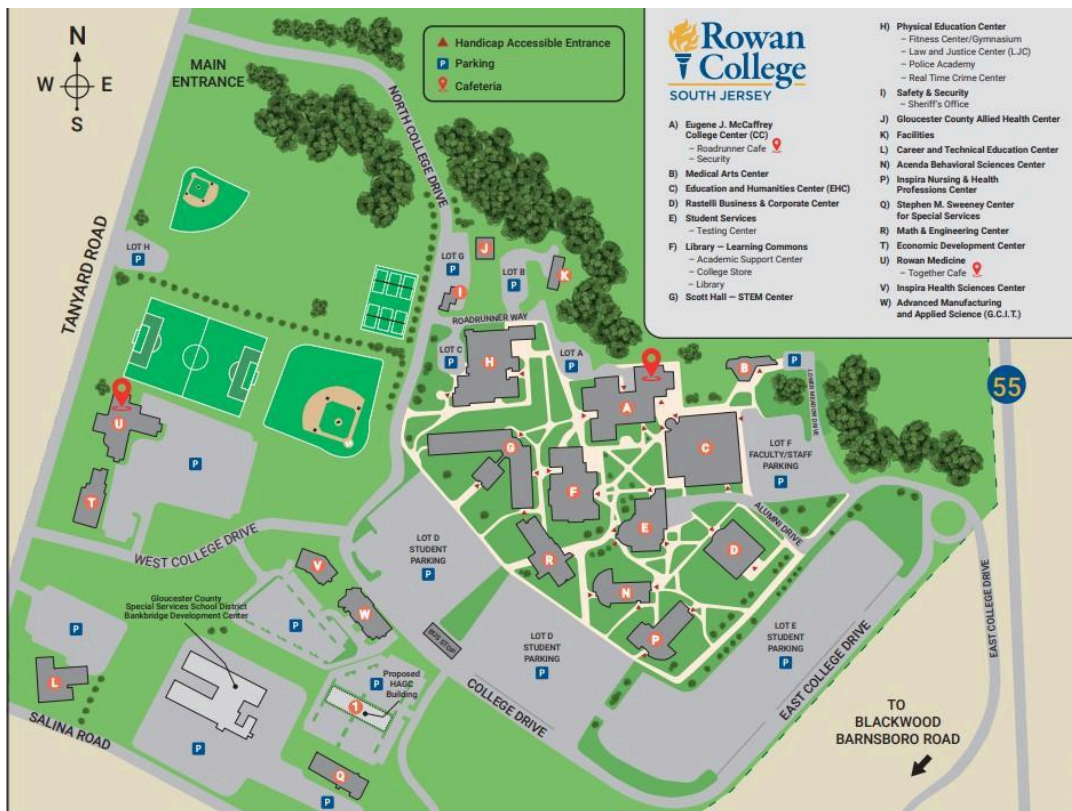
The Sewell Campus is located on the second floor of the Rowan Medicine Building at Sewell and features state-of-the-art medical education and research space, including an OMM Lab, Auditorium, Anatomage Table, Learning Commons, and 18 Problem Based Learning (PBL) classrooms. The unique combination of a medical school located in the same building as a clinical care center creates 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. Several of these practices 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 that connect directly to Rowan College of South Jersey security and 911 are located outside of staircase B, Student Lounge, and staircase D. The [AED](#) is located in the atrium on the second floor.



The Hope Brings Strength Health Sciences Library & Sewell Learning Commons -

<http://www.lib.rowan.edu/som>

-  Stratford Campus – Ground Floor, Academic Center
-  Sewell Campus – 2nd Floor, Rowan Medicine Building
-  (856) 566-6354

The Hope Brings Strength (HBS) Library provides services and resources to all Rowan–Virtua SOM students, faculty, and staff across both the Stratford and Sewell campuses. The library supports academic coursework and research through its digital and print collections and also oversees the Sewell Learning Commons. Both the HBS Library and the Sewell Learning Commons are accessible 24/7 for study purposes using your Rowan–Virtua SOM ID. Please visit the [Library Hour page](#) for current staffed service hours.

Library Resources & Services

- **E-books, Journals, Databases:** Access thousands of online books, journals, and clinical/research tools selected for SOM curriculum and board prep.
- **Board Review Materials:** Both print and online resources are available. Explore board review guides.
- **Subject & LibGuides:** Course-specific guides with required/recommended resources.
- **Borrowing Privileges:** All Rowan-Virtua SOM users have access to borrowing services. Present your ID at any Rowan library.

 [Borrowing Info](#)

Facilities & Equipment

- **Stratford Library:** 230 seats, 24/7 access to study areas, study rooms, computers, anatomical models, and projectors
- **Sewell Learning Commons:** 56 seats, 24/7 access, and on-site librarian support 4 days/week.
- **Courtesy Items:** Chargers, laptop stands, headphones, whiteboards, dry erase markers, sports equipment, and more are available at both locations during staffed hours.

Research & Reference Services

Librarians offer support in research, publication, citation management, Evidence Based Practice, and navigating databases. Services include help literature searching, with journal selection and open access publishing support. To contact a Rowan-Virtua SOM Librarian use the [AskALibrarian form](#).

Access

Online resources are available to all Rowan students, faculty, and staff. Use your Rowan NetID for access. Training is embedded in the curriculum and available by appointment.

Library Etiquette

- Maintain a quiet environment; study rooms are not soundproof.
- Phone calls must be taken outside.
- Do not reserve seats with personal items. Items left unattended for 45+ minutes will be removed by Rowan Police.
- **Food & Drink:** Only beverages with lids and dry snacks allowed. No odorous food or utensils.
 [More Info: Policies, Hours, Rooms, Quiet Study](#)
- Students must follow the library's [Student Expectations Policy](#) at all times.

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. [Student Housing — Nexus Properties](#)

Rowan University Police Department [Rowan University Police Department](#)

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 Rowan University Police Department 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 the stairwell.

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

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

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

Dual Degree Programs

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:

Matthew Saleh, Senior Associate Dean, Rutgers Law
School (856) 225-6102 | admissions@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 coursework 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
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 | [About the Master of Public Health \(MPH\)](#)

DO/PhD Programs with the Rowan-Virtua School of Translational Biomedical Engineering & Sciences (TBES)

Two joint DO/PhD degrees are offered in conjunction with the Rowan-Virtua School of Translational Biomedical Engineering & Sciences (TBES) at Rowan University. These are the **PhD in Cell & Molecular Biology** and the **PhD in Neuroscience**. These unique interdepartmental programs are designed to prepare physician-scientists to bridge patient needs and scientific advances, serving as leaders in clinical biomedical research. The program integrates medical and biomedical sciences education with targeted coursework and hand-on laboratory and clinical experiences. Graduate studies include formal training in the basic disciplines of each PhD degree program, as well as elective courses and dissertation research based on the student's own research interests in Cell & Molecular Biology or Neuroscience.

Interested students should apply to the PhD program of their choice in the fall of Year Two of the DO Program or to the DO/PhD program during the application process to medical school. Information and applications for the PhD in Cell & Molecular Biology and the PhD in Neuroscience can be found on the Rowan University Graduate Programs website: www.rowan.edu/tbes . For additional information please email tbesadmissions@rowan.edu.

DO/PhD students and students interested in this program are encouraged to participate in the Rowan-Virtua SOM Summer Medical Research Fellowship (SMRF) Program between Year One and Year Two of the DO Program.

DO/PhD Program with the Henry M. Rowan College of Engineering

A joint DO/PhD is offered in conjunction with the Henry M. Rowan College of Engineering at Rowan University. The first of its kind in the country, the **DO/PhD in Biomedical Engineering** program is a physician engineer training program providing advanced education and training in engineering research and osteopathic medicine. 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.

Interested students should apply to the PhD in Biomedical Engineering program in the fall of Year Two of the DO Program or to the DO/PhD program during the application process to medical school. Information and applications for the PhD in Biomedical Engineering can be found on the at the Rowan University Graduate Programs website: <https://global.rowan.edu/programs/>

Admissions Committee 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 Virtua 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 students' authorization to process the case report. Students are responsible to pay the criminal background check fee directly to the consumer reporting agency, Certiphi, Inc.

Completion of an acceptable background check is a mandatory prerequisite for matriculation. In cases where background checks from foreign countries are delayed or unavailable, the university reserves the right to delay the student's admission to the following academic year or rescind the offer of admission entirely if the required reports are not received within a timely window.

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, additional 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 Vice Dean for Academic Affairs and 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 any way is unable to meet the requirements for completion of the program, the admissions may be denied or rescinded, or the student may be disciplined or dismissed.**

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

For students who matriculate at 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 reports for applicants who do not successfully matriculate, but for whom a background check is released to Rowan-Virtua SOM, shall be maintained with the applicant's admissions file for one (1) year in the Admissions Office.

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

Technical Standards for Admissions, Matriculation, Promotion and Graduation

The Rowan-Virtua School of Osteopathic Medicine is committed to selecting candidates who can satisfy the academic and performative standards, meet the technical standards, and are well-prepared for residency and licensure. We are also dedicated to fostering an inclusive, accessible environment, ensuring all students have equal access to the necessary resources for success.

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

A candidate for the D.O. degree must have these technical skills, including observation, communication, motor, conceptualization, integrative and quantitative, and behavioral and social. Accommodations are available to assist with a variety of disabilities. Under all circumstances, a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary means that a candidate's judgment must be mediated by someone else's power of selection and observation. Therefore, ordinarily, the use of an intermediary in the clinical setting is not permitted.

A student whose behavior or performance raises questions concerning his or her ability to fulfill the technical standards may be required to obtain evaluation and/or testing by a health care provider designated by the School and to provide the results to the campus Student Health Service to determine whether the student is fit to pursue the educational program. If the student is deemed fit to pursue the program, the School reserves the right to require actions recommended by the health care provider.

Observation

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

Communication

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

Motor

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

Professionalism

Candidates and students must demonstrate the ability to exercise good judgment, promptly complete all responsibilities attendant to the diagnosis and care of patients, and develop 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 to adapt to chaotic environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients.

Additionally, Rowan-Virtua SOM maintains a curriculum that stresses the importance of the body as a unit and the applicability of palpation as an integral part of diagnosis and treatment for all patients. To acquire competencies in physical diagnosis and osteopathic manipulative medical diagnosis and treatment, as well as to maintain empathy

for patients, all students are required to examine and practice clinical skills on others and serve as the “patient” who will be examined and have clinical skills performed on them by their classmates. Students are required to assume the role of the patient to develop an understanding of the patient’s experience throughout the curriculum. This includes but is not limited to permitting self and demonstrating on others physical exams such as abdominal, cardiac and musculoskeletal, osteopathic structural exams, osteopathic diagnosis, and osteopathic manipulative treatment. This is a core learning objective.

Intellectual, Conceptual, Integrative and Quantitative Abilities

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

Accommodations

All students, employees, and applicants have equal opportunities at Rowan-Virtua SOM. Discrimination against applicants and students due to any category protected by applicable law, including but not limited to disability and religion, is prohibited. Therefore, Rowan-Virtua SOM will, if requested, provide reasonable accommodations to otherwise qualified enrolled students and candidates with disabilities or religious restrictions unless: a) such accommodations impose an undue hardship to the institution, or b) direct threats of substantial harm to the health and safety of others due to the disability cannot be eliminated by any reasonable accommodations available that would allow the student to perform the technical standards, or c) such accommodations fundamentally alter the educational program or academic standards. Requests to be excused from the requirement to treat patients of another sex will not be considered a reasonable accommodation. Students will be judged during the course of study on their acquisition of the knowledge necessary for the practice of medicine, their ability to perform the aforementioned technical skills, and their physical and behavioral capacities to meet the full requirements of the school’s curriculum.

Admitted or enrolled candidates with disabilities are encouraged to reach out to our Academic Affairs staff at 856-566-6980 to schedule a confidential consultation.

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. This date is listed in the academic calendar for each class year. Status changes after this date are not eligible for a tuition adjustment. 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/>

Students approved or mandated to repeat coursework or take a reduced course load during a semester, may receive an adjusted tuition rate but are responsible for all applicable student fees. This adjusted rate will be reviewed and approved by the Assistant Dean of Student Affairs and the SOM University Registrar.

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 2025–26 academic year was 1160; of this total, 641 are women, 517 are men and 2 did not report their gender; and 134 from underrepresented minority groups, and 838 are New Jersey residents.

Credit for Advance Standing in Science Courses

Due to the thoroughly integrated nature of the curriculum, there is no advanced standing credit given for students in the pre-clerkship curriculum.

Tuition and Fees

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

Rowan-Virtua SOM DO Program Costs of Attendance/Tuition & Fees for AY 2026-2027:

Rowan-Virtua SOM Tuition Charges for 2026-27			
	New Jersey Resident	Non-Resident	International Non-Resident
Tuition Charges per semester	\$25,340.00	\$39,043.00	\$42,947.00
Rowan-Virtua SOM Fees for 2026-27			
	New Jersey Resident	Non-Resident	International Non-Resident
Wellness Fee (annual)	\$635.00	\$635.00	\$635.00
Student Activity Fee (annual)	\$110.00	\$110.00	\$110.00
Technology Fee (annual)	\$341.00	\$341.00	\$341.00
Computer Fee (annual - 1st year only)	\$1,754.00	\$1,754.00	\$1,754.00
COMSAE 2nd year students (annual)	\$120.00	\$120.00	\$120.00
COMSAE 3rd year students (annual)	\$60.00	\$60.00	\$60.00
Question Banks 1st year students (annual)	\$268.00	\$268.00	\$268.00
Question Banks 2nd year students (annual)	\$499.00	\$499.00	\$499.00
Question Banks 3rd year students (annual)	\$951.00	\$951.00	\$951.00
Medical Kit (1st year) (annual)	\$1,125.00	\$1,125.00	\$1,125.00
Disability Insurance (annual)	\$56.00	\$56.00	\$56.00

*Health Insurance is an annual payment for single students negotiated by the University in June of each year; cost for AY26-27 is \$5,988. 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/do-program/> and Rowan-Virtua [SOM Residency Statement](https://confluence.rowan.edu/display/POLICY/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>

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, 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 or Master of Science in Applied Medical Science 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, students should contact somregistrar@rowan.edu directly.

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

Act) Affords students certain rights with respect to their education records. Please see

<https://sites.rowan.edu/registrar/services-resources/ferpa.html>

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 form

Official grade/course rosters appear in all Canvas course shells. 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 through One45 and are permanently stored. Course directors are expected to notify/email the Registrar's Office when course grades are complete, accurate, and released. Course directors must also notify/email the Registrar's Office of all grade changes. All emails must be sent from the Director's official Rowan email address only.

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 Clinical Education team 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 contact the Registrar's Office to obtain a (pdf) letter confirming their student status and requesting to be excused during their enrollment at SOM. Students are still required to respond online to the jury questionnaire and may attach the letter. Students may be excused or directed to choose an alternate date to serve. Students are advised to review the academic calendar when directed to choose an alternate date. If a student is not excused, 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 can complete this process through <https://som.rowan.edu/documents/namechange.pdf>. There are separate processes, and required documentation, for a preferred or legal name change.

Registration

The Registrar's Office will register all eligible and actively enrolled students for their courses/rotations. All students registered for coursework are considered and reported as full-time. Students are registered in advance of each semester and are subject to change based on any changes to a students' status or academic/professional standing.

Transcripts

Currently enrolled students are able to view their course grades, view and print an unofficial copy of their transcript through their Self-Service Banner account. A request for an official transcript must be submitted in writing to the Registrar's Office. Official transcripts can be paper or electronic copies. Official transcripts for currently enrolled students are free. Alumni must purchase an official copy of their transcript by completing and submitting the "Rowan SOM Records Request" form - <https://som.rowan.edu/documents/records-request-form.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." Current students must contact the SOM Office of the Registrar in writing to request this letter. Alumni can request this letter by submitting the "Rowan SOM Records Request" form - [Rowan SOM Records Request](#).

Curriculum - DO Program

Medical Education at Rowan-Virtua SOM

Introduction to the Tensegrity Curriculum

Rowan-Virtua School of Osteopathic Medicine (Rowan-Virtua SOM) is committed to training compassionate, culturally competent physicians with a strong emphasis on primary care and community service. Students are immersed in patient care from their first year, and osteopathic principles are embedded throughout the curriculum. In 2019, the school launched the Tensegrity Curriculum, a faculty-designed, integrated, competency-based curriculum built around the American Osteopathic Association's six core competencies:

- Medical Knowledge
- Osteopathic Patient Care
- Interpersonal and Communication Skills
- Professionalism
- Practice-Based Learning and Improvement
- Systems-Based Practice

The curriculum combines various educational strategies—lectures, small groups, simulation, standardized patients, online learning, and community-engaged projects. It is structured to minimize redundancy, reduce classroom time, and emphasize student-driven learning.

Overview of the Four-Year Curriculum

The curriculum is divided into Pre-Clerkship (Years 1–2) and Clerkship (Years 2–4) phases. Please note, clerkships begin at the end of the second year.

Pre-Clerkship Phase (Years 1–2)

Students follow one of two tracks:

- Synergistic Guided Learning (SGL) – A lecture-based, organ-system model with structured content and flexible scheduling.
- Problem-Based Learning (PBL) – A small group, case-based learning environment emphasizing student independence and collaborative problem-solving.

Both tracks are composed of Blocks/Intersessions/Courses (BICs).

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

System Blocks are organ-system-based and integrate clinical and basic sciences in both tracks. Core disciplines covered in each block include:

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

Interessions Year 1

Interessions occur in years 1 and 2 traversing pre-clerkship and clerkship sections of the curriculum. In year 1 it is *Health Systems Science I*.

Year-Long Courses

- **Osteopathic Clinical Skills** (OCS I & II): Focuses on physical/structural exams, osteopathic manipulative treatment (OMT), procedures (e.g., ultrasound), and history-taking.
- **Community Service Learning and Leadership** (CSLL I–III): Prepares students for ethical, culturally responsive care, as well as the needs of underserved communities.
- **Medical Scholarship** (I–III): A longitudinal research curriculum culminating in a Capstone scholarly project.

Clerkship Phase (Years 2–4)

Students from both tracks merge in the clinical years. Core clerkships begin at the end of Year 2 and take place across various hospital and outpatient sites, integrating OMM and osteopathic principles.

FOUR-YEAR CURRICULUM SUMMARY

<u>Year 1 SGL</u>		
<u>Fall Semester</u>	<u>Course Title</u>	<u>Instructional Hours</u>
	Integrated Musculoskeletal Anatomy	65
	Biomedical Foundations	107
	Rheumatology & Dermatology	28.5
	Brain and Behavior A*	39
	Community Service Learning and Leadership I A	22.5
	Medical Scholarship I A	35
	Osteopathic Clinical Skills I A	63
<u>Spring Semester</u>	Brain and Behavior B*	101
	Health Systems Science I	19
	Cardiology	82
	Community Service Learning and Leadership I B	21.5
	Medical Scholarship I B	9
	Osteopathic Clinical Skills I B	49.5
	Year 1 Total Instructional Hours	642
<u>Year 2 SGL</u>		
<u>Fall Semester</u>	<u>Course Title</u>	<u>Instructional Hours</u>
	Hematology, Pulmonology & Nephrology	122

	Endocrinology & Reproduction	87
	Gastroenterology & Nutrition A	69.5
	Community Service Learning and Leadership II	19
	Medical Scholarship II	34
	Osteopathic Clinical Skills II	63.5
<u>Spring Semester</u>	Gastroenterology & Nutrition B*	7
	Life Span: Pediatrics and Geriatrics	37
	Epidemiology and Biostatistics	7
	Year 2 Total Instructional Hours	446
	Total Instructional Hours	1088
<u>Year 1 PBL</u>		
<u>Fall Semester</u>	<u>Course Title</u>	<u>Instructional Hours</u>
	Musculoskeletal System I	30
	Immunology/Dermatology	20
	Gastroenterology I	37.5
	Neuroscience I	27.5
	Community Service Learning and Leadership I A	22.5
	Medical Scholarship I A	35
	Osteopathic Clinical Skills I A	55.5
<u>Spring Semester</u>	Pulmonology I	27.5
	Cardiology & Nephrology I	37.5
	Endocrinology/Reproduction I	42.5
	Health Systems Science I	19
	Community Service Learning and Leadership I B	21.5
	Medical Scholarship I B	9
	Osteopathic Clinical Skills I B	58
	Year 1 Total Instructional Hours	440
<u>Year 2 PBL</u>		
<u>Fall Semester</u>		<u>Instructional Hours</u>
	Hematology & Oncology	37.5
	Neuroscience & Behavioral Health II	37.5
	Cardiology/Nephrology/Pulmonology II	52.5
	Gastroenterology & Endocrinology/Reproduction II A	22.5
	Community Service Learning and Leadership II	19
	Medical Scholarship II	34
	Osteopathic Clinical Skills II A	69.5
<u>Spring Semester</u>	Gastroenterology & Endocrinology/Reproduction II B	20
	Osteopathic Clinical Skills II B	10.5
	Epidemiology and Biostatistics	7
	Year 2 Total Instructional Hours	310
	Total Instructional Hours	750

*Instructional hours are approximate and may vary.

Course/Clerkship	2-3 rd Year (Weeks)	4 th Year (Weeks)
Clerkship Clinical Skills	2	
Community Service Learning and Leadership III	2	
Elective	4	
*Family Medicine	8	
*General Internal Medicine	8	
Geriatrics and Palliative Medicine	2	
Geriatrics	4	
Health Systems Science II	1	
Human Sexuality	1	
*Obstetrics and Gynecology	4	
*Integrated Osteopathic Manipulative Medicine & Rehab Clerkship	4	
*Psychiatry	4	
*Pediatrics	4	
*General Surgery	6	
Medical Scholarship III	Throughout Year Three	
Total Weeks of Instruction	55	
**Critical Care		2
Emergency Medicine		4
Subspeciality		4
Electives		24
Medical Humanities	Throughout Year Four	
Osteopathic Principles and Practice	Throughout Year Four	
Transition to Residency		2
Total Weeks of Instruction		36
*Core Rotations		
**Critical Care can include ICU, NICU, PICU, and SICU.		

CLERKSHIP YEARS 2-4 are identical for both the PBL and SGL Curriculum students.

Core required clerkships

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.

MEDICAL SCHOOL TRANSITION PROGRAM (SUMMER ELECTIVE)

OST 5000M Introduction to Medical School

Stephanie Dearden, Associate Director of CSS and Course Coordinator

Introduction to Medical School is an elective course program specifically designed to facilitate the academic, social, and environmental adjustment of incoming SOM students. It addresses the needs of students who may benefit from an intensive introduction to the medical curriculum. Specifically, it provides the following opportunities:

- An introduction to the most important aspects of the first-year curriculum.
- Direct interaction with administration, faculty, upper-class students, and peers.
- Learning skills and medical terminology.
- Familiarization with the SOM campus and surrounding area.

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.

OST 6150M - Health Systems Science I

Sameer Sood, DO, 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 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 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

Megan Olsen, PhD, Block Director

Integrated Musculoskeletal Anatomy (IMA) provides a comprehensive exploration of the gross anatomy of the musculoskeletal system, focusing on the bones, joints, muscles, and neurovascular structures of the back and extremities. The course emphasizes both functional and clinically significant aspects of anatomy, fostering a deep understanding of how anatomical structures support movement and health. Through a combination of lectures and hands-on laboratory experiences, students will engage with the human body using cadaveric dissection, advanced imaging techniques, and other learning resources, enhancing their ability to apply anatomical knowledge in clinical contexts.

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

Jennifer Fischer, PhD, Course Director

Samantha Plasner, DO, Chanakya Bavishi, DO, and Jamie Iuliucci, APN, Component 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.

MBIO 6200M - Biomedical Foundations

Katherine Milani, PhD, Course Director

The goal of this block is to provide students with a strong foundation in the biochemical principles that govern life processes at the molecular level. It is divided into three units, each presenting core concepts in biochemistry, immunology, microbiology, pharmacology, and pathology. The *Biomolecules and Cells* unit offers an essential introduction to biochemistry and genetics. The *Host Defenses* unit explores the immune system and its role in health and disease. The final unit, *Disease Processes, Prevention, and Treatment*, covers the biology of microbial pathogens, mechanisms by which they cause disease, and fundamental topics in pharmacology, disease prevention, and pathology. Throughout the block, students will engage in critical thinking, analyzing complex biological concepts relating to medicine.

MED 6300M - Rheumatology and Dermatology

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

The goal of the Rheumatology and Dermatology block is to provide students with a thorough understanding of pathophysiology, diagnosis, and management of common rheumatologic and dermatologic conditions. Through didactic lectures, and case-based sessions, students will learn to integrate basic science principles with clinical knowledge to approach a wide range of disorders, including autoimmune diseases, inflammatory conditions, and skin disorders. The course aims to develop clinical reasoning skills, allowing students to recognize and treat these conditions effectively, while also addressing the broader aspects of patient care, such as early detection, prevention, and long-term management.

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

Alexandra Ranieri-Deniken, PsyD, Block Director

Brain and Behavior provides an in-depth exploration of neuroscience, neurology, psychiatry, and pain management, with a focus on the anatomy and function of the head, neck, and central and peripheral nervous systems. Through a combination of didactic lectures, case-based group sessions, and patient panels, students will gain a comprehensive understanding of both the normal and pathological states of the brain and nervous system.

The block content progresses from the foundational principles of neuroanatomy and physiology to the identification, diagnosis, and treatment of various neurological and psychiatric disorders. Topics include the gross anatomy of the head and neck, neurophysiology, and clinical management of conditions affecting the nervous system, including neurological diseases, mental health disorders, and chronic pain syndromes. Special emphasis is placed on the integrated evaluation and management strategies for these conditions, with a focus on disease prevention, early detection, and health promotion.

By the end of the block, students will be equipped with the foundational basic and clinical knowledge needed to evaluate and manage a broad range of neurological and psychiatric conditions. The block aims to foster a holistic approach to patient care that emphasizes both the medical and psychosocial aspects of neurological health, preparing students for the challenges of diagnosing and treating complex cases across the lifespan in real-world clinical settings.

MED 6500M - Cardiology

Peter Bulik, DO

The Cardiology Block provides a comprehensive exploration of cardiovascular anatomy, physiology, pathology, and clinical management of common heart conditions. Through didactic lectures and interactive sessions, students will develop a strong foundation in the principles of cardiology, enhancing their ability to recognize and manage cardiovascular diseases effectively. Emphasis is placed on understanding the mechanisms underlying heart conditions, interpreting diagnostic findings, preventive interventions and formulating evidence-based treatment plans to improve patient outcomes.

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 provides a broad-based education in gastroenterology, integrating the normal structure, physiology, histology, and function of the gastrointestinal tract with the pathogenesis, diagnosis, and treatment of major GI disorders. A significant emphasis is placed on the biochemical principles of nutrient digestion, intestinal transport mechanisms, and the liver's central role in metabolic integration, specifically the regulation of glucose and lipid homeostasis and the pathways disrupted in inborn errors of metabolism. Furthermore, students will examine the neural and autonomic regulation of the GI system. This knowledge is integrated with microbiological and pharmacological principles. In addition, students will be introduced to the foundation of appropriate nutrition, the systemic consequences of malabsorption and vitamin deficiencies, and the interpretation of diagnostic imaging. Comprehensive services of disease prevention, early detection, and health promotion are incorporated as appropriate to the clinical cases reviewed.

PBL 6004M Endocrinology/Reproduction I

Dimitriy 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

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 are incorporated as the case studies inherently create an opportunity to learn and explore the topic.

PBL 6006M Immunology & Dermatology

Kate Milani, PhD, Block Director

The overarching goal of this block is to provide students with a broad-based educational exposure to normal structure, and function related to the integumentary and immune systems. These principles will form the basis to appreciate the pathogenesis, diagnosis, and treatment of dermatology and immune related disorders such as HIV, anaphylaxis, autoimmune diseases, immunodeficiencies, transplant complications, and humoral response to pathogens. Comprehensive discussion of disease prevention, early detection, and health promotion are incorporated as appropriate to the clinical cases reviewed.

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, traumatic brain injury, headache, vascular disorders of the central nervous system, spinal cord disorders, movement disorders, demyelinating diseases. Case-based learning is used to integrate concepts of disease prevention, early detection, and health promotion, encouraging students to actively explore and apply foundational neuroscience principles.

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

Jennifer Fischer, PhD, Course Director

Nils Brolis, DO, Nicole Streeks-Wooden, MD, Chanayka Bavishi, DO, Component 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.

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

Schenike Massie-Lambert, PhD, Course Director

CSLL II is the second part of a three-year longitudinal curriculum that builds on the concepts introduced in Year I. Year II focuses on educating students about populations experiencing health disparities. Through lectures, discussions, and Standardized Patient Encounters, students will develop skills to work effectively with underserved communities. They will also engage in community service, learn public assessment methods, and explore quality improvement strategies. Working in groups, students will identify social determinants of health in the communities they serve and examine the impact of bias. The course emphasizes what it means to be an osteopathic physician committed to health equity.

OST 7130M Medical Scholarship II

Kate Whelihan, MPH, CPH, 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 self-paced online review course helps students prepare for COMLEX Level I by reinforcing key concepts in epidemiology, biostatistics, and medical ethics. The course includes content reviews and online assessments designed to support exam readiness.

OST 7651M MS II BENCHMARK OSCE

Nils Brolis, DO, Course Director

The Benchmark Objective Structured Clinical Examination (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.

OST 8100M Individual Learning Course I

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. Registration in this course can only be offered by the Student Academic Progress Committee.

SGL SECOND YEAR COURSE DESCRIPTIONS

MED 7100M Hematology, Pulmonology, and Nephrology

Nicole Streeks-Wooden, MD and Jack Goldberg, MD, Course Directors

The goal of this block is to provide students with an in-depth education relating to the hematologic, respiratory, and renal organ systems. The block will move through normal structure and function, exploring pathology and the diagnosis and treatment of disease. The block will provide knowledge on the evaluation, management and treatment of conditions related to these systems while incorporating comprehensive services of disease prevention, early detection, and health promotion.

OST 7140M Osteopathic Clinical Skills II

Jennifer Fischer, PhD, Course Director

Jennifer Sepede, DO, James Healy, DO, and Nils Brolis, DO, Component 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.

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

TBD, Course Director

This block will provide students with a foundational understanding of the human gastrointestinal (GI) system and nutrition. The content will cycle from the normal structure and function of the GI system to pathology, diagnosis, and treatment of GI disease. Similarly, students will explore nutrition in discussions of the evaluation, management, and treatment of nutritional disease. Disease prevention, early detection, and health promotion will be central themes in this block's coverage of both GI and nutritional disease.

OST 7500M Life Span: Pediatrics and Geriatrics

Tanya Kadrmas-Iannuzzi, DO and Lenny Powell, 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.

PBL SECOND YEAR COURSE DESCRIPTIONS

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 foundation in cardiovascular medicine, covering normal structure, physiology, and function, as well as the pathologic basis, diagnosis, and treatment of conditions such as congenital heart anomalies, coronary artery disease, heart failure, valvular disease, pericardial conditions, and hypertension. The second half focuses on the kidneys, bladder, and ureters, including their normal anatomy, histology, physiology, and the diagnosis and management of renal failure, acid-base and electrolyte disorders, urogenital malignancies, nephritis, nephrosis, vasculitis, and more. Students will advance their skills in diagnosing, evaluating, and treating cardiovascular and renal diseases using standard techniques. Pulmonary content is included as a review. Discussion topics and cases include obstructive lung disease (emphysema and chronic bronchitis), infectious disease including pneumonia and tuberculosis. Idiopathic pulmonary hypertension and secondary pulmonary hypertension will be discussed. The block also integrates principles of disease prevention, early detection, and health promotion as relevant to each case.

PBL 7003M Gastroenterology/Endocrinology/Reproduction II A/B

Curt Cackovic, DO, Block Director

Students will review the normal structure, physiology, histology, and function of the gastrointestinal tract and will explore in greater depth the pathogenesis, diagnosis, and treatment of diseases such as peptic ulcer disease, gastroesophageal reflux disease, inflammatory bowel disease, diverticulitis, gallbladder disease, alcoholic and non-alcoholic liver disease, hepatitis, gastrointestinal malignancies, pancreatitis, bowel obstruction, and malabsorption syndromes. In addition, students will be introduced to the foundations of proper nutrition and the consequences of poor nutrition. This block will also revisit endocrinology and reproductive medicine studied in PBL-1, with an increased emphasis on clinical pathology and the management of diseases of the thyroid, parathyroid glands, adrenal glands, pituitary gland, ovaries, and testes. There will be a strong focus on ensuring that students understand the pharmacology of medications used to treat common diseases affecting these systems.

PBL 7005M/7007M Neuroscience and Behavioral Health II

Marianne Sturr, DO, Block Director

This block combines neuroscience and behavioral health topics, providing PBL students the opportunity to develop a better understanding of the diversity and complexity of the human nervous system in health and disease. The neuroscience portion will facilitate students' understanding of central nervous system malfunction in disease states. Case studies will encourage students to deeply explore neuroanatomy, neurophysiology, pathophysiology, as well as diagnosis and treatment of various neurological diseases across a patient's lifespan. Topics include congenital malformations, spinal cord injuries, cerebrovascular diseases, movement disorders, demyelinating diseases, seizures, headache, CNS tumors, CNS infections, myasthenia gravis, vasculitis, neurodegenerative disorders, and dementias. The behavioral health portion of this block will enable students to explore a range of psychiatric and mental health conditions, including ego defense mechanisms, personality and mood disorders, anxiety disorders, schizophrenia spectrum disorders, normal and abnormal childhood development and emotional disorders, sleep disorders, and substance use disorders. Students will also examine habits and lifestyle stressors that affect mental wellness. There is a strong emphasis on understanding the pharmacology of medications used to treat common neurologic and behavioral health conditions. Principles of disease prevention, early detection, and health promotion are incorporated, as appropriate, into the clinical cases reviewed.

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

Jennifer Fischer, PhD, Course Director

Rebecca Moore, DO, James Healy, DO and Nils Brolis, DO Component 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.

OST 9016M Research Scholar Elective

Jennifer Fischer, PhD, Course Director

The Research Scholar Elective offers medical students the opportunity to engage in a structured full-time or part-time research experience for a duration of 4–12 months under the direction of a faculty or attending mentor. This elective is designed to enhance medical education through scholarly inquiry and discovery. Participation allows students to develop skills in scientific thinking, hypothesis-driven investigation, data analysis, and professional communication within a mentored research environment. This elective requires generating a question, conducting background research, forming a hypothesis, testing the hypothesis, analyzing data, drawing conclusions and communicating results. Students must apply for and receive prior approval to earn academic credit.

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 exam reviews 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 extracurricular 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. AODs do not appear on a student's transcript but do appear on the student's Medical Student Performance Evaluation (MSPE) Letter for residency applications.

Areas of Distinction currently exist for the following topics:

Topic	Faculty Advisor(s)	
Addiction Medicine	Dr. Jim Bailey	(bailey@rowan.edu)
Cultural Competency	Dr. Maria Ramundo	(ramund41@rowan.edu)
Developmental Medicine	Dr. Wendy Aita	(aitawf@rowan.edu),
	Dr. Andrea Iannuzzelli	(iannuzzelli@rowan.edu),
Geriatrics	Dr. Christian White	(whitecp@rowan.edu)
Healing Arts	Morgan Yacoe	(yacoe@rowan.edu)
Humanism in Medicine	Dr. Rebecca Moore	(moorer@rowan.edu)
Interprofessional Education	Dr. Margarita David	(davidm7@rowan.edu)
Medical Spanish Competency	Dr. Rebecca Moore	(moorer@rowan.edu)
Osteopathic Manipulative Medicine	Dr. Alexander King	(kingale@rowan.edu)
Pediatrics	Dr. Clare Stephens	(lipperinc1@rowan.edu)
Psychiatry	Dr. Martin Forsberg	(forsbemm@rowan.edu)
Women's Health	Dr. Peter Schnatz	(schnatz@rowan.edu)

For specific requirements and deadlines for each AOD, please visit the [SOM Student Resources Canvas page](#) or email Courtney Pitt at pitt@rowan.edu. Please note faculty may request access from Courtney Pitt.

CLERKSHIP YEARS 2-4

Overview Year II (Clerkship) -Year III

Clerkship years are identical for both the PBL and SGL Curriculum students. During the clerkship years, students participate in courses, intersessions, and clerkships

Courses

Required courses include Clinical Skills, Medical Scholarship III, and CSLL III.

Intersessions Year 2

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 Human Sexuality, Geriatric and Palliative Medicine, Health Systems Science II.

Clerkship Hub Sites and Core/Required Rotations

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; Hudson Regional Health in Secaucus, Hoboken, and Bayonne; Atlantic Health System in Morristown, Summit, Freehold, and Newton, NJ;; Christiana Care Health System in Newark and Wilmington, DE, and Hackensack Meridian Health in Brick and Manahawkin, NJ; Holy Name Medical Center in Teaneck, NJ, Inspira Health Network in Vineland and Mullica 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, Trinity Health Mid Atlantic Hospitals, in both PA and DE, and Virtua Health System campuses in Camden, Mt. Holly, Willingboro, Voorhees, and Marlton, NJ.

Currently, clerkship students spend time in 9 core/required specialty rotations

1. Family Medicine
2. Internal Medicine
3. Pediatrics
4. OB/GYN
5. Psychiatry
6. Geriatrics
7. General Surgery
8. CSLL
9. OMM/Rehab

During these rotations, students 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.

Hospital/Track Request System

Our clinical training sites are located across New Jersey, Maryland, Pennsylvania, 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 is through a "lottery" type system. In November or December of the second year, students are invited to participate in the Hospital 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

The Health Insurance Portability and Accountability Act (HIPAA) is a US federal law enacted in 1996 that protects sensitive patient health information from being disclosed without the patient's consent or knowledge. 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 at the end of second year, prior to clerkships. 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 a student is cleared to rotate at their 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 a student's specific hospital site. Students will be provided with access to these during the 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.

YEAR 2-3 COURSE/CLERKSHIP/INTERSESSION DESCRIPTIONS

OST 7150M Health Systems Science II

Sameer Sood, DO, Intersession Director

This is the second of a two-part curriculum that will provide a fundamental understanding of how healthcare is delivered at an individual and system level and how the healthcare system can improve patient care and health care delivery. Health Systems Science (HSS) emphasizes understanding the role of social determinants of health, leadership, technology, and patient improvement strategies that will help transform the future of healthcare and ensure greater patient safety and satisfaction. HSS II extends the foundational concepts from HSS I through additional practical applications and introduces new areas, including clinical informatics, artificial intelligence, and the dynamic nature of HSS.

OST 7180M Clerkship Clinical Skills

Michele Tartaglia, DO and Nicole Streeks-Wooden, MD Co-Course Directors

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 numerous procedures and skills necessary for the clinical setting.

PSYC 7400M Human Sexuality

Timothy Wong, 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 7800M Geriatric and Palliative Medicine

Lenny Powell, DO and Emily Romano, MD, Co-Intersession Directors

Geriatric Medicine and Palliative Care explores the common conditions which co-exist in older individuals. An emphasis is placed on optimizing health and function through application of the Institute for Healthcare Improvement (IHI) Age-Friendly 4 Ms framework: 1) what Matters, 2) Medication, 3) Mentation, 4) Mobility, and the geriatric fifth M of Multicomplexity. Clinicians who adhere to these principles allow their patients to actively enable older individuals to engage in reciprocal relationships and activities that have societal value. Students will build on knowledge in the following topics: dementia, delirium, pressure ulcers, urinary incontinence, falls, medications and deprescribing along with polypharmacy, and additional topics. In addition, students are provided with fundamental knowledge about the dying process and are introduced to the clinical challenges and ethical dilemmas common in end-of-life decision-making. This component includes presentations on the physiological changes and psychological stages experienced during the dying process. Strategies to effectively communicate bad news to patients and families are presented using video vignettes and demonstration of practical techniques. Sessions are also offered to provide students an opportunity to gain insight into the ethical dilemmas, clinical challenges, and cultural, as well as spiritual, beliefs often confronted when caring for patients at the end of life. An appreciation for the diverse needs of the dying will be imparted through videos featuring patients and families at the end of life. The role of the physician in caring for the dying and bereaved and in the importance of empathy in physician-patient communication is emphasized.

FMED 8101M Community Service Learning and Leadership III

Kristin Bertsch, PhD and Shuvo Roy, DO, Course Directors

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 interprofessional 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 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 a provider of resource information and referral to available health care in the community. They experience the management and administrative aspects of providing health care.

GERI 8122M Geriatrics

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

Geriatrics introduces students to the aging process and foundational principles of geriatric medicine. Emphasis is placed on comprehensive geriatric assessment and holistic, team-based care across hospital, ambulatory, and long-term care settings.

Students learn to conduct full geriatric assessments—including history, physical exam, functional and mental status evaluations, and psychosocial reviews—using validated tools such as the Mini-Mental Status Exam, Beck Depression Inventory, and Katz Scale. They develop differential diagnoses, interpret tests, and create care plans that optimize function while adapting communication to meet the unique needs of elderly patients.

Students gain specialized knowledge in managing common geriatric conditions, participate in multidisciplinary teams, and engage in treatment planning and family meetings. Weekly sessions include case-based discussions, ethics, OMM in the elderly, grand rounds, and student-led presentations. The rotation concludes with a geriatric OSCE, peer review, and faculty debriefing.

OST 8130M Medical Scholarship III

James Martin, PhD, Course Director

Medical Scholarship III is the final part of a 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. 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.

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.

OSCI 8271M Integrated OMM/Rehab Clerkship

Tyler Pigott, DO and Jordan Spusta, DO Co-Clerkship Directors

During this four-week rotation, students not only get intensive daily clinical experiences practicing OMM, but also are exposed to the practice of Physical Medicine and Rehabilitation (PM&R) while working side by side with both board certified ONMM and PM&R physicians who all integrate OMM into their practice.

Students will engage in a comprehensive, rehabilitation-focused approach to pain, neurologic and musculoskeletal conditions, and substance use disorders, with an emphasis on functional restoration through interdisciplinary care. Learners will develop skills in musculoskeletal and neurologic assessment, non-pharmacologic and interventional treatment strategies, and patient-centered goal setting. Medication management—including the appropriate use of opioid and non-opioid therapies—is incorporated as one component of a broader, multimodal treatment plan.

During their time with the dedicated Osteopathic Manipulative Medicine preceptors, 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.

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 outpatient 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.

PEDS 8302M Pediatrics

Claire Stephens, DO and Tanya Kadrmas-Iannuzzi, DO, Co-Clerkship Directors

Pediatrics is a four-week 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 General Surgery

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.

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). This comprehensive summative exercise evaluates competence with history taking, physical and osteopathic examination, clinical thinking and decision making, osteopathic manipulative therapy, various procedures and diagnostic skills, and documentation. Capabilities in provider relations skills, such as showing empathy and respect for a patient, providing information and more are also evaluated. Students failing to pass the OSCE are provided with remediation activities and an opportunity to retest.

CLERKSHIP YEAR 2-3 ELECTIVE

Students get to choose (1) four-week rotation or (2) 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 it 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. All attendance policies, course and preceptor evaluation policies, professional behavior policies, and grade appeals policies that apply to the core clerkships remain in place for all elective rotations.

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	Celia Cinquino (856)566-6023
Family Medicine	Sara Espinosa (856) 566-6085
General Internal Medicine	Yvette Flanagan (856) 566-2742
Geriatrics	Isabella Berdugo-Hernandez (856) 566-6882
Obstetrics and Gynecology	Diane Biello (856) 566-7098
Integrated Osteopathic Manipulative Medicine/Rehab	Alejandra Coe (856) 325-3919
Pediatrics	Denise Hauger (856) 582-2372
Psychiatry	Heather Glenn (856) 482-9000
General Surgery	Diane Biello (856) 566-6898
CSLL III	Marilou Jean-Louis (856) 566-6464

Hospital Contacts

AtlantiCare Regional Medical Center

Director of Medical Education
Medical Student Coordinator

Danielle M. Pineda, MD
Carmen Boone (609) 441-8936
Amanda Forand (609) 441-8927

Capital Health Regional Medical Center

Director of Medical Education
Coordinator

(609) 394-6768

Marissa Stabil, DO
Emma Lee Morrison

CentraState Medical Center (Atlantic Health)

Director of Medical Education
Coordinator

(732) 294-2658

Rebecca Griffith, MD
Marilyn Maceli

Hudson Regional Health

Director of Medical Education
Coordinator

(201)-795-8201

Antonios Tsompanidis, DO
Marie Cutola

Inspira Health

Director of Medical Education
Coordinator

(856) 641-6092

Michael Geria, DO
Elizabeth (Beth) Wright

Jefferson Health

Director of Medical Education
Coordinator

(856) 346-7828

Joseph Badolato, DO
Doris McNeilb

Morristown Memorial Hospital (Atlantic Health)

Director of Medical Education
Coordinator

(973) 971-6442

Rebecca Griffith, MD
Tracy Welch

Newton Medical Center (Atlantic Health)

Director of Medical Education
Coordinator

(973) 512-5711

Rebecca Griffith, MD
Susan Myck, ext 70012

Ocean Medical Center

(732) 776-4179

Director of Medical Education	Jonathan Rose, MD
Coordinator	Marie Keenan
Overlook Hospital (Atlantic Health)	(908) 522-2852
Director of Medical Education	Rebecca Griffith, MD
Coordinator	Tatiana Popov
Southern Ocean Medical Center	(609) 978-8912
Director of Medical Education	Jason Nemhad, MD
Coordinator	Joanne Zipfel
St. Joseph's Health	(973) 754-5629
Director of Medical Education	Otto Sabando, DO
Coordinator	Ligaya Dy
Trinity Health Mid-Atlantic (North) (St. Mary's & Nazareth, PA)	
Director of Medical Education	Charmaine Chan, DO
Coordinator	Diane Loftus (267) 350-7401
Trinity Health Mid-Atlantic (South) (St. Francis, DE)	
Director of Medical Education (FM)	Hugh Bonner, MD
Coordinator for Family Medicine	Louise DiGenova (302) 575-8141
Director of Medical Education (OBGYN)	Nancy Petit, MD
Coordinator for OBGYN	Pamela Kelly (302) 421-4676
Virtua Health System	(856) 325-3743
Director of Medical Education	Anurhada Munshi, MD
Student Coordinator	Christine Connors

Fourth Year Program

Instructional Goals

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

Clinical Instruction

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

FOURTH YEAR COURSE DESCRIPTIONS

OST 8100M Individual Learning Course II

Michele Tartaglia, DO, Course Director

The goal of this course is to support independent student learning in preparation for high stakes exams such as COMLEX II. This course will include content review of various disciplines important to the delivery of primary health care and community health services. Registration in this course can only be offered by the Student Academic Progress Committee.

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

Daniel Hurst, PhD, Course Director

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.

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.

Students' 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

Emilio Mazza, MD, PhD and Michele Tartaglia, DO Co-Clerkship Directors

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.

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.

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

Alex King, DO, Course Director

OPP4 is a predominately online course with one required in-person OMM 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).

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. Students can split the rotation into two 2 week rotations in the SAME specialty at two different locations if they choose. All standard policies regarding attendance, grade appeals, remediation, and grading for electives apply to the Subspecialty Rotation.

FOURTH YEAR ELECTIVES

In addition to the core clinical rotations, fourth-year students also must take a total of 24 weeks of elective rotations as part of the Year Four curriculum. The electives can be taken in nearly any clinical specialty and in nearly any geographic area, both in the US and internationally, with the approval of Clinical Education. All

attendance policies, course and preceptor evaluation policies, professional behavior policies, and grade appeals policies that apply to the core clerkships remain in place for all elective rotations.

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 16 weeks of clinical rotations (electives and the subspecialty rotation) in the same specialty during the fourth year.

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. For more information about electives contact the Clinical Education office at (856) 566-6010.

SOM FOURTH YEAR ELECTIVE COURSE DESCRIPTIONS

Below are fourth year electives offered internally at SOM.

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 9014M – Point of Care Ultrasound (POCUS) Elective

Nils Brolis, DO and Kathleen Deiling, Course Directors

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 and directors, 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 9017M - Scholarly Project Elective

Michele Tartaglia, DO and Dianne Langford, PhD, Co-Clerkship Directors

The goal of the Scholarly Project elective rotation is to allow students to continue and complete meaningful scholarly activities or research under the guidance of their faculty mentor. This two-week elective is meant to complete a previously approved project in preparation for submission for presentation or publication. The 2-week period is not for initiation of a new project, but for continuation or completion of a project in preparation for submission for presentation or publication.

Examples of appropriate projects include finishing a poster or abstract for a specific meeting or conference, or finishing a case report, case series, literature review, or research manuscript. Students will present their project to the co-directors at the end of the two-week period for review and grading.

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 Fourth 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 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.
- There are no "audited" or "noncredit electives" permitted. All elective rotations must be applied for via the clerkship application process and an active affiliation agreement between the school and the host site in place.
- Students interested in completing an international rotation must meet with their Clinical Education Coordinator at least four 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.
- 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.
- Students may not complete more than 16 weeks in the same specialty across the entirety of their fourth year rotations.

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 office at (856) 566-6010.

Core Clerkships

Emergency Medicine	Celia Cinquino (856) 566-6875
Intensive Care Unit	Celia Cinquino (856) 566-6875

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	Stacey Heaton (856) 566-6010
Registrar	Stacey-Lynn Mulligan (856) 566-7055

The Department of Medical Education & Scholarship

Daniel Hurst, PhD, Chair hurst@rowan.edu

40 East Laurel Road, Suite 2105, Stratford, NJ 08084-1501

Telephone: (856) 566-6246

The Department of Medical Education and Scholarship exists to be the academic home for faculty at Rowan-Virtua SOM whose primary role is education. This department serves as the academic home for non-clinical faculty and staff dedicated to advancing our educational, research, and community service missions across all degree programs as Rowan-Virtua SOM, as well as some at the Rowan-Virtua School of Translational Biomedical Engineering and Sciences (TBES) .

It serves to:

- Enhance education delivery and foster innovation in teaching
- Promote interprofessional collaboration to train well-rounded physicians
- Offer continuous professional development opportunities
- Ensure alignment with accreditation standards and efficient faculty resource allocation.

Assessment and Evaluation

Pamela Basehore, EdD, MPH, FNAOME, Associate Dean for Assessment - basehore@rowan.edu

Telephone: (856) 566-7108 | 1 Medical Center Drive, Suite 210, P.O. Box 1011, Stratford, NJ 08084-1501

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 are further strengthened by the work of its committees, both of which serve critical roles in supporting assessment within the school.

- The Program Evaluation and Student Assessment (PESA) Committee is primarily responsible for evaluating the effectiveness of the curriculum and its assessment methods.
- The Individual Performance Assessment and Competency Coaching (IPACC) Committee 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 is a key indicator that is measured as a determinant 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>

Simulation Center

Nils Brolis, DO, Assistant Dean of Simulation [856-566-6071](tel:856-566-6071) | brolisnv@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 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.

Graduate Medical Education (GME)

Joanne Kaiser-Smith, DO, MACOI, FACP, Associate Dean kaiserjo@rowan.edu
Rowan Medicine Building, 42 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, 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.

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.

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.

Academic Affiliates Graduate Medical Education (GME)

Rowan-Virtua SOM has academic and/or clinical relationships with 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.

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

- Virtua Health - [Medical Education Department | Virtua Health](#)
- Inspira Health – Vineland and Mullica Hill - [Graduate Medical Education | Inspira Health](#)

Student Affairs and Alumni Engagement

Anne C. Jones, DO, Assistant Dean of Student Affairs

Dean Micciche, Assistant Dean of Student Programs and Alumni Engagement

TBD, Director of Student Affairs, Sewell Campus

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 the hub for alumni engagement. This includes student services such as student leadership programming and support, and oversight of student government, student clubs, club programming and finances. This also includes events for students such as wellness programs, contracted mental health support, and signature programs including the White Coat Ceremony, Orientation Week, Match Day, Commencement, and other major SOM events. This also includes alumni engagement programs, management of the Alumni Association Board and fundraising events.

It is each student's responsibility to be familiar with and follow University policy and practices, the Academic Rules and Regulations, the Rowan-Virtua SOM Student Code of Conduct, and all program and degree requirements. Students are responsible for reading, understanding, and navigating the Student Handbook, and for remaining informed of and adhering to all 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 sent 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>

Academic Attire

All students participating in the SOM Commencement Ceremony and/or the University Commencement Ceremony are required to wear university-approved regalia. The regalia package—including the gown, hood, tam, and tassel—will be available for purchase on campus during the spring Transition to Residency course. Students who do not purchase their regalia at that time must visit the Barnes & Noble bookstore on the Glassboro campus or order their regalia online (for an additional fee).

Dedicated Student Spaces

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.

Student Room Reservations

Students seeking to make room reservations for programs, events or meetings must submit their event via the [Student Club Event Submission Form](#). Please note that all room requests must be received at least two weeks prior to your event date.

SOM ANNUAL EVENTS

Orientation

Orientation week is scheduled in conjunction with the first week of classes for the incoming students. 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.

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.

Graduating Student, Faculty, and Alumni Awards

Graduates who have been selected for special honors are invited to a Graduate Awards Dinner, held off 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 250 students each year.

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:

- 4,491 graduates, 1981 - 2026
- About 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.

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

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. Oversees the Educational Opportunity Fund (EOF) Summer Pre-Medical Research and Education Program.

Stephanie Dearden – Associate Director, Academic Advisor/Coach

Assists with CSS operations, 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.

TBD – Assistant Director for Career & Match Advising

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

Megan Campbell – Academic Advisor/Coach

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.

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.

Marie Claire Graham – Academic Advisor/Coach

Provides advising and academic support to 1st and 2nd year students (last name G - PAS) on the Stratford campus.

Mary Sylvester-Pegues – Academic Advisor/Coach

Provides advising and academic support to 3rd and 4th 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 Level I 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 Level 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 Association of American Medical Colleges (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. Careers in Medicine (CiM)

https://www.google.com/url?q=https://careersinmedicine.aamc.org/&sa=D&source=docs&ust=1780925205071145&usg=AOvVaw3PbGvkovAVM1Q7yMcbkA_p

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.

Medical Student Performance Evaluation (MSPE)

A Medical Student Performance Evaluation is compiled for each graduating student. 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 faculty member or administrator 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.

Academic Affairs & Student Services 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, vulgar, or otherwise 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 outlined 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. Professionalism concern reports may be submitted based on failure to meet these standards. Repeat violators may be referred for possible disciplinary action.
- During OCS courseworks or encounters in the Simulation Center: Hair that extends below the shoulders must be secured during lab sessions and/or simulation activities.

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, or any open-toes shoes
 - 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 required to check their University email every 72 hours. 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>

To request accommodations, please complete the [Accommodations Form](#)

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 at giacobja@rowan.edu or 856-566-6980.

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 accommodation 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.

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/Intersessions/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 24 hours 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>

Medical Student Crediting of Rowan-Virtua SOM Affiliation

All student activities including but not limited to posters, abstracts, presentations, literature reviews, case reports, cases series, etc., and related work conducted as a medical student (student doctor) at Rowan-Virtua SOM whereby the medical students list their affiliation as Rowan-Virtua SOM requires oversight by a Rowan Virtua Faculty member or a volunteer faculty certified by Rowan-Virtua SOM. This will ensure that a faculty member is accountable for the integrity of data. Please see [Rowan-Virtua SOM Medical Student Research](#) section above steps 1-3).

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; doing so will result in a referral for a professionalism concern. 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 keeps 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_tSW3KvcmWCCwg7Fw/view?usp=drive_link
 - a. 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

Domestic Travel: 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.

Travel waiver

https://som.rowan.edu/documents/student_travel_waiver_updated_approved_01_23_20201.pdf

International 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

Financial Aid for Rowan-Virtua SOM Students

Christine Willse, MBA, Campus Director
Joelle Reyes, Associate Director
University Education Center, Suite 1113
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 40 E. Laurel Road, Suite 1113 East Laurel Road. Its purpose is to coordinate financial aid services for all students on the Stratford and Sewell campuses. 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-stateresidency policy.pdf>

The Office of the Bursar

Savitz Hall, 201 Mullica Hill Road, Glassboro, NJ 08028
P: 856.256.4150 | E: bursar@rowan.edu | W: www.rowan.edu/bursar
Office Hours: Monday through Friday from 8:00 a.m. until 4:00 p.m. (subject to change)

This office is responsible for the following:

- Tuition, fees, and Student Health Insurance
- Payments
 - Direct payments
 - Payment plans
 - Third Party payments
 - Outside scholarships
- Refunds
- 1098-T tax forms

PLEASE NOTE: Rowan-Virtua SOM identification is required for in-person transactions.

Financial Aid Overview

Financial aid includes grants, scholarships, and loans that help cover the cost of education. This aid may be based on academic achievement, financial need, or a combination of both. It is typically provided by federal and state governments, foundations, corporations, or Rowan University.

- **Grants and scholarships** are considered *gift aid* and do not need to be repaid. However, students must meet certain requirements to continue receiving them.
- **Loans** must be repaid over time, according to the lender's terms, after the student leaves school.

How Financial Need Is Determined

Eligibility for financial aid is based on your Student Aid Index (SAI) and the Rowan-Virtua Cost of Attendance (COA).

- The SAI is calculated using the financial and personal information provided on the *Free Application for Federal Student Aid (FAFSA)*. It reflects a student's ability to contribute to your education.
- In some cases, parental income and IRS data may be required to determine eligibility for certain federal (Title VII) loan programs and state grants.

Rowan University expects students to contribute as much as they can from their income and assets toward their educational expenses.

Receiving Your Financial Aid Package

Students can view their financial aid award in [Self Service Banner](#) once their file is complete.

A complete financial aid file includes:

- A submitted FAFSA for the correct academic year
- Completion of Entrance Counseling (for new federal loan borrowers)
- A signed Master Promissory Note (MPN)

Additional documents may sometimes be required before aid is finalized.

A financial aid package may include:

- Loans
- Scholarships
- Grants
- Federal Work-Study

For most students, financial need is primarily met through a combination of loan programs.

Loan Eligibility and Responsibilities

Students who are delinquent or in default on previous educational loans are not eligible for financial aid until the issue is resolved. The Financial Aid Office can help you address and resolve these situations.

Course Withdraws and Financial Aid

If a student withdraws from courses for any reason (including medical withdrawal, suspension, or a leave of absence) before the end of an academic term, they may not be eligible to keep the full amount of financial aid you received.

What is R2T4 (Return to Title IV)?

R2T4, or *Return to Title IV*, is a federal policy that determines how much financial aid a student is allowed to keep if they withdraw from school before completing a term.

How R2T4 Works

Financial aid is awarded with the expectation that a student will attend for the entire semester. If a student withdraws early, they may not have earned all of the aid they received.

R2T4 calculates the amount of aid earned based on how long the student attended:

- The more of the term a student completes, the more aid they earn
- If a student withdraws early, they may be required to return a portion of their financial aid

The 60% Rule

- If a student completes 60% or more of the term, they are considered to have earned all (100%) of their financial aid
- If a student completes less than 60%, only part of their aid is earned, and the remaining portion must be returned

What Happens After a Withdrawal

After a student withdraws, the school will:

1. Calculate how much financial aid the student earned
2. Determine how much aid must be returned

As a result:

- The school may return funds to the federal government

- The student may owe money to the school or to a loan program

What This Means for the Student

Withdrawing from courses may result in a balance owed, even if financial aid had already covered the student's bill. This happens because some of the aid may no longer be considered earned.

R2T4 ensures that financial aid is only used for the time a student is enrolled. Students considering withdrawal are strongly encouraged to contact the Financial Aid Office to understand the possible financial impact.

Financial Aid Resources

[Institutional and External Scholarships](#)

[Federal Work-Study and the NJ Educational Opportunity Fund Grant](#)

[Federal and Private Loan Programs](#)

[Financial Aid Information for International Students](#)

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.

For information on **SEF eligibility, policies, and the application process**, please use the link below:

<https://som.rowan.edu/documents/sef-policy.pdf>

For a **direct link the application**, please use the following link:

<https://docs.google.com/forms/d/e/1FAIpQLSd6uhn6NfFjBTy7zv7haG3f0Kj9OCTZ3vGWULctWdX5RR96Ag/viewform>

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. **Please do not list your RowanNetID in your email signature or another public place.**

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

Rowan WiFi

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.

In addition to the SOM TAC hours listed above, specialists are on-site weekdays from 7am to 6pm to address technical requests submitted by phone, email or the Rowan Support portal.

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.

Specialists are on-site on weekdays during business hours to address technical requests submitted by phone, email or the Rowan Support portal.

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

Rowan-Virtua SOM Student Health & Wellness Services

A Division of the Department of Family Medicine

Alison Mancuso, DO, Department Chair brennaam@rowan.edu

Todd Schachter, DO, Medical Director schachter@rowan.edu

Charise Emery, Team Leader emeryc1@rowan.edu

Paul Furtaw, PsyD, Psychologist furtaw@rowan.edu

42 E. Laurel Rd. Suite 3200, Stratford, NJ 08084-1501

For Medical Concerns: Phone 856-566-6825; Email ehsh@rowan.edu

For Student Mental Health Concerns: Phone 856-566-7175 24/7 Mental Health Crisis Line: (833) 484-6359

For Student Health Records: Phone 856-566-6825

Hours of Operation

Monday	9:00 am - 4:30 pm
Tuesday	9:00 am - 8:00 pm
Wednesday	9:00 am - 4:30 pm
Thursday	9:00 am - 8:00 pm
Friday	8:30 - 4:00 pm

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.

Student Mental Health Services

Paul Furtaw, PsyD, Psychologist furtaw@rowan.edu

Rowan-Virtua SOM provides medical students access to no-cost, convenient, confidential mental health care, 24 hours a day, 7 days a week through a variety of on-campus and off-campus resources:

1. Rowan-Virtua SOM Student Health & Wellness offers medical students in-person and/or telehealth services provided by doctoral-level licensed psychologists who are specially trained to address both personal mental health issues, as well as academic performance-related stress and coping concerns.

In order to **SCHEDULE AN APPOINTMENT** for campus-based mental health or performance coaching services: Call Rowan-Virtua SOM Student Health & Wellness (856) 566-7175

An individual may self-refer or be referred by the Office of Student Affairs or other departments of the school. The confidentiality of the student is protected, and **no treating clinician will have a role in the evaluation of medical student academic or professional performance.** Services include diagnostic evaluation and assessment, treatment planning, individual psychological counseling, and referral to appropriate specialized resources (on- or off-campus).

2. TimelyCare offers students 24/7 on-demand emotional support, scheduled counseling, and self-care content. To

schedule free counseling sessions, click here <https://app.timelycare.com/auth/login> 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.

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.

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.

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 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.

Student Health Insurance

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 is available to all students at any time via the student portal. The Office of Student Health may access and send

records to Students upon request. Student records are maintained in the portal until such time when federal regulations allow for destruction.

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://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:3b77eae-b-ac4e-36c6-999e-95a6aadbe2a5>

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 healthcare 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.

Academic Standards / Academic Rules and Regulations

I. Purpose

The Academic Rules and Regulations (ARRs) 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 ARRs 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 ARRs 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 Admissions 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 required medical history and physical examination and all immunizations, testing, and attestations as required by the Office of Student Health and Admissions for all entering students and transfer students;
3. Completion of arrangements for the payment of the tuition charge, or payment made at the time of registration; and
4. 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. Successful completion of all previously required courses and any applicable mandates;
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. Academic Standing/Status

Please see Section XVII Academic Status Policy (Academic Monitoring, Warning, and Probation) for definitions)

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 Vice 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. Professionalism Form 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. Referrals may also be made for students exhibiting exemplary professional behavior. The Professionalism Concern Report Form is found here:

https://rowan.co1.qualtrics.com/jfe/form/SV_07W1WEH2reQ2hRc

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 the 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.

III. Attendance Policy

A. 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 an excused absence form for 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. Even with medical documentation and religious absences, students are expected to attend the majority of the course to receive academic credit. Requests for prescheduled or foreseeable events should be submitted **prior to the scheduled educational date**.

Non-emergent challenges-such as personal scheduling conflicts, travel arrangements, routine appointments, or other foreseeable circumstances-should be communicated in advance and do not qualify for retroactive excused absences.

Curricular components that require an excused absence include but are not limited to:

- Written exams (Block Exams, COMATs)
- Quizzes (IQ, ExQ, etc.)
- Practical/diagnostic exams
- OSCEs
- Standardized Patient Encounters (SP exams)
- OCS/Procedures labs
- BRIDGE Week sessions
- Intersession sessions
- Mandated exam reviews
- Team-Based Learning (TBL) sessions
- Case-Based Learning (CBL) sessions
- Problem-Based Learning (PBL) 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 may be referred to the Office of Student Affairs and may result in failure of the BIC.

Via the Rowan-Virtua 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 or the pre-clerkship staff. Students should be prepared to provide supporting documentation for every request submission. 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. 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.

*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.

Pre-Clerkship Years

1. Religious Observances

Students who have religious observances that preclude them from working/attending school, 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. For religious absences during mandatory curriculum outside of preclerkship BICs or clerkship rotations, please fill out the excused absence form.

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

The form will be sent out to students via email from the Pre-Clerkship office. For more information, please visit the [SOM Student Resources Canvas page](#) or email Courtney Pitt at pitt@rowan.edu.

Students should notify their small group facilitator/course director near the date of 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 & 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 intercession. 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.

In an effort to promote academic success and uphold professional accountability, a Block Director, Phase Director/PBL Director, or a Dean may require a Rowan-VirtuaSOM student to attend exam reviews, content review sessions, Q&A sessions, office hours, tutoring sessions, or CSS advising.

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
*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.		
Common Courses to PBL & SGL		
<i>Community Service Learning & Leadership I</i>	2 half days per academic year	Email Course Administrator
<i>Medical Scholarship I</i>	2 half days per academic year	Email Course Director/Administrator
<i>Community Service Learning & Leadership II</i>	1 half day per academic year	Email Course Administrator
<i>Medical Scholarship II</i>	2 days per academic year	Email Course Director/Administrator
*CSLL Only // Allotments cannot be used for IPE Day or presentation dates as these include mandatory graded components. These sessions require an excused absence, approved by the Assistant Dean for Curriculum		

3. **Additional Pre-Clerkship Attendance**

a. **System Blocks**

i. **Large Group Sessions:** Including, but not limited to: BICs, BRIDGE Weeks, etc.

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. Students should request an excused absence from the Assistant Dean for Pre-Clerkship 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.

ii. **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. Students should request an excused absence from the Assistant Dean for Pre-Clerkship by completing the **Rowan-Virtua SOM Excused Absence Request Form** within one week of the CBL in question.

iii. **Illumination Quizzes (IQ) - Excused Absence Policy:** A student may miss one IQ 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) regardless of the reason. All absences must be approved by the Assistant Dean for Pre-Clerkship. Students should request an excused absence from the Assistant Dean for

Pre-Clerkship by completing the Rowan-Virtua SOM Excused Absence Request Form within one week of the IQ in question.

iv. 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. Students should request an excused absence from the Assistant Dean for Pre-Clerkship by completing the **Rowan-Virtua SOM Excused Absence Request Form** within one week of the in-class activity in question.

v. 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.

Note: If you experience a technical problem specifically with Exemplify, please email: support@rowan.edu immediately with a full description of any issue you are having; all issues will be dealt with as soon as possible.

IMPORTANT: Failing to download the pre-assessment in time, failing to complete the pre-assessment and uploading it by the deadline in the absence of a technical problem, etc., are not considered technical problems.

B. Attendance Policy for Core and Elective Clerkships (Clerkship Years 2-4)

1. General Information

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.

All absences must be communicated directly with the preceptor and hospital coordinator as soon as possible - preferably by phone in the case of any unexpected absences for illness or emergency. The Rowan Virtua SOM clerkship coordinator must also be notified via email.

Holidays

Students are to follow the holiday schedules as set forth by their hub sites. 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.

2. Emergency absence/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 administrator.***

3. Need to miss COMAT/Departmental Exam, SP Encounter or OSCE

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](#) later in the DO SOM Student Handbook for more details.

4. Set Vacation Period for Entire Class

Incorporated in the academic calendar is a 2-week vacation period in December during the 3rd year clerkship. 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.

5. Maximum Allowable Time Off Per Rotation

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 (> 4hours 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 (> 4hours) 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 (> 4hours) 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.

6. **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 their hospital clerkship director/coordinator (if applicable) of the dates, they 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.

7. **Flex time**

Incorporated in the 4th year academic calendar are 6 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, to synchronize with the clerkship schedules of external institutions, residency interviews, vacation, acute illness, observance of religious holidays, attendance at conferences or to take the USMLE exam.

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 6 weeks of FLEX time between mid-October and January 31st of their fourth year of training (NOT including the week between 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 in the Tensegrity Curriculum:

PreClerkship Curriculum - SGL and PBL

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

A student must achieve a passing grade in all Curricular Requirements, including: BICs, clinical rotations, and Benchmark and Capstone OSCEs, in order to graduate.

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 and all requirements are met.

While the rounding of a final grade from 69.45% to 70.00% is permitted for a BIC/Clerkship Final Grades and Clerkship Final Departmental Exams, rounding is not permitted on individual scored elements in the gradebook within a BIC or Clerkship including, but not limited to, exams, practicals, quizzes, OSCEs, COMATs, preceptor ratings, etc.

Students are required to Pass each course (block, intersession and longitudinal course) as a single unit of instruction with the exception of the Osteopathic Clinical Skills course in which students must independently pass the sub-sections of H&P, OMM, and Procedures.

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.

Core Clerkship-Specific Passing Requirements

1. A student must score 70% or higher on the Clinical Preceptor Evaluation to pass Clerkships.
 - a. Only PGY2 and above can complete the Clinical Preceptor Evaluation
2. A student must achieve a minimum passing score on the COMAT/Departmental exam to pass Core Clerkships. The minimum passing score for 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.
3. 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 is determined by the assessment office in collaboration with the Clerkship Director.)
4. 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.
5. Students must submit all rotation paperwork and fulfill all requirements (e.g., evaluations, logs, assignments, etc.) no later than the last Sunday of the rotation by 11:59 pm, or they will receive a Failure for the clerkship. Once the paperwork is turned in the student will receive a grade of remediated pass (RP)

Other Courses (Benchmark and Capstone OSCEs, Clerkship Clinical Skills, Transition to Residency Course, OMM IV Course, Medical Humanities, CSLL, Medical Scholarship III, Geriatrics and Palliative Medicine 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-stakes 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 remediation 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)
AUD =	Audit
C=	Complete
INC =	Incomplete
IP =	In Progress
NC =	No credit
W =	Withdrawn

B. Course (BICs) and Clerkship Grading Requirements Policy

1. The criteria for each level of grading are determined by the Course/Clerkship Director and described in the course syllabus.
2. A written grading policy must be included in the syllabus and provided to all students at the beginning of the course (block, intersession, longitudinal course) or clerkship.
3. Grading requirements must align with the standards for minimum and maximum weights for each of the required and optional graded elements for blocks, intersessions, courses, and clerkships as approved by the Curriculum Committee and defined in the Grading Requirements Policy.
4. Courses (BICs and Clerkships) that require a unique grading structure must obtain approval from the Pre-Clerkship and Clinical Education Offices, respectively and/or the Assessment Office.
5. All graded elements are required to be posted and released to students in the One45 gradebook in a timely manner. Official course grades are recorded in Banner.
6. Blocks and year-long Courses that begin in the Fall and end in the Spring with more than 1 week in either semester will be designated as part A (Fall) and part B (Spring), and the grading policy for each part must meet the standards outlined below.
7. For courses with two parts that have an uneven division of their assessments (less than 45% of assessments completed in the fall) across semesters, the following policy would apply:

- a. All students will receive an incomplete in One45 for the Fall semester.
 - b. Final grades for the fall and spring would be based on their cumulative average across Parts A and B.
 - c. Failure of a Course (Parts A and B cumulatively) will count as a single failure.
8. Courses can include Pass/Fail (P/F) elements, Complete/Incomplete (C/INC) assignments, and graded elements as described below:
- a. Pass/Fail Elements can be used for **high-stakes assessments** designed to evaluate critical competencies and core requirements in the course. Students must achieve a **minimum passing score of 70%** or meet defined passing criteria to successfully complete these elements. Failure to pass any P/F element will result in a failing grade (F) for the course, regardless of the student's overall performance in the course. Students who fail a P/F element and therefore the course may have the opportunity to remediate the course failure and earn a **Remediated Pass (RP)** or may be required to repeat the course in accordance with course standards and institutional policies.
 - b. Complete/Incomplete Elements are used for coursework that requires accountability for completion and are commonly evaluated using a rubric or minimum competency criteria but are not weighted toward the final course grade. To pass a course, students must submit all required assignments designated as C/INC by the end of the course. Assignments submitted that do not meet the established criteria will be marked **Incomplete (INC)** and will be required to be revised/repeated and resubmitted within a timeframe set by the course director and registrar. A "C/INC" assignment not turned in by the deadline will result in an **Incomplete (INC)** grade and may lead to a professionalism concern report. If a student does not submit/resubmit the assignment that meets the established standards within 30 days of the last day of the term, the INC will convert to a **Failure (F)** for the course. Students who fail the course due to an unresolved INC assignment will have the opportunity to remediate and earn a **Remediated Pass (RP)** as per course and institutional policies.
 - c. Graded Elements are used for coursework and assessments that contribute to the student's final course grade based on numerical scores or percentage weight. These assessments must align with the Rowan-Virtua SOM grading policy and reflect the relative significance of the element within the course as defined within this policy. A student is considered to have passed a course if a final numeric grade of 69.45% or higher is achieved, and rounding of individual scored elements is not permitted as outlined above in Section A. Official Grades.

C. 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 Notification from the Block/Intersession/Course or Clerkship Director to the SOM Registrar's Office once a student has satisfied their deficiencies. Incomplete grades that are not given a formal extension or resolved/replaced by the end of the academic year in which the INC was earned/entered will become Fail grades. When the course is completed, the Course Director can submit a Change of Grade request to replace the F grade with the appropriate earned grade. 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.

D. 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.
 - c. At the discretion of the SAPC, a student who has completed part A of a course may either be given a W for the course or an INC. In the case of W the student would need to repeat the course. In the case of an INC, the student would return and complete the B section of the course. Normal grading policies would apply.
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.

E. **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/Interession/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.

All appeals must be submitted in writing.

Pre-Clerkship

1. Initial Appeal:
Student submits a written appeal to the BIC Director within two weeks of the grade being posted to One45
2. Second Level Appeal:
If not satisfied, the student may appeal to the Phase Director (for SGL Track) or PBL Director (for PBL Track). The Director has 2 weeks to consider the appeal and notify the student of the decision.
3. Final Appeal:
If still not satisfied, the student may submit a final appeal to the Assistant Dean for Pre-Clerkship. The Assistant Dean has 2 weeks to review and respond.
This decision is final.
*NB If the Assistant Dean is unavailable, the Vice Dean for Academic Affairs and Student Services will determine the outcome.

Clerkship

1. Initial Appeal:
Student submits a written appeal to the Clerkship Director no later than 2 weeks after the grade has been posted, including rationale and supporting documentation. The Clerkship Director has 2 weeks to review and inform the student of the decision.
2. Second Level Appeal:
If not satisfied, the student may appeal to the Department Chair. The Chair has 2 weeks to consider the appeal and notify the student.
3. Final Appeal:
If still not satisfied, the student may submit a final appeal to the Assistant Dean for Clinical Education. The Assistant Dean has 2 weeks to respond. This decision is final.
*NB If the Assistant Dean is unavailable, the Vice Dean for Academic Affairs and Student Services will determine the outcome.
4. 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.

V. Remediation

Appropriate course remediation procedures to change a failing grade include taking a remediation exam 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 BIC / Clerkship Director to enable the Student Academic Progress Committee to formulate its recommendations on an individual basis.

Remediation of a Pre-Clerkship

First Year Students

- A. If a student fails a single Block/Interession/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 fall semester curricular year, the student will remediate one course with a remediation exam in December (during winter break) and will remediate the second failed course with a remediation exam in June. If a student fails two BICs in the spring semester, the student will remediate with a remediation exam for each course between June and July, at least 1 week before the beginning of second 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/Interession/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 fall semester curricular year, the student will remediate one course with a remediation exam in December (during winter break) and will remediate the second failed course with a remediation exam in February. If a student fails two BICs in the spring semester, the student will remediate with a remediation exam for each course between February and March. The student will participate in the intersessions and Clinical Skills

course as previously scheduled. The student will begin their dedicated time after the Clinical Skills course. The student will take COMLEX and begin their clerkships after passing COMLEX as structured by SAPC. The student will most likely change class years. 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 55-69.44%, 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 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 COMLEX Level 1, the student must remediate the exam as soon as possible before clerkships begin. This will be scheduled through the Pre-Clerkship Curriculum office.
- D. If a student fails two courses or intersessions 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 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) has 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 to submit confidential evaluations for courses, clinical rotations, and faculty members.

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 Program Evaluation and Assessment Committee (PESA) 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, with Dean/Director approval, 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 exams, 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 grade of "AUD" and will not replace any previously earned and posted grade.

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

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

- F. 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.
- G. If the student fails a remediation exam, they must repeat the SOM course.
- H. 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.
- I. 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.
- J. Students repeating courses will be required to audit Osteopathic Clinical Skills courses for the purpose of maintaining their skills.
- K. Students must complete all coursework in the maximum time frame specified for their degree program as specified by COCA.

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 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.
- D. Students must pass all core clerkships (EXCEPT Geriatrics, 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 who fail a clerkship (either via final grade or clinical evaluation in failing range) the student must repeat that clerkship. If the student fails that clerkship again OR fails a second clerkship, they will be up for dismissal.
- G. 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, COMSAE and/or 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. Please see preclerkship and clerkship attendance sections for additional details.

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.

A. Valid reasons for missing an examination include but are not limited to:

1. Personal illness or other health issues (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 the family.
3. Pre-approved attendance at osteopathic national meetings (AOA, ACOFP, AAO etc.) (See E. below) [Students will need to provide verification of attendance.].
4. Religious exemptions (requests must be made at the beginning of the semester).

B. 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 the 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.

C. 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 four fixed times during the 3rd year: during the second week of the CSLL3 course 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.

D. 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.

E. 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.

F. 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 Examination Attendance and Conduct Policy

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

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. 1. **Timeliness:** All students are expected to be at their computers and ready to begin examinations on time. **No additional time will be added to the scheduled exam for late arrivals**, even for emergencies or unforeseen events. Unexcused lateness may result in the student being unable to take the exam, and lateness could lead to a referral to the Office of Student Affairs for professionalism.
- 2. **Leaving the Exam Room:** No one may leave the exam room during the first twenty minutes after the exam has begun.
- 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 only into the examination room. 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. Students must return any scrap paper used during the exam to the proctor before they leave the exam. Failure to do so is considered an honor code violation and will be referred to Student Affairs.
- G. For written exams, a maximum of students 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 return 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. 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.

- H. Requests for exam accommodations for documented disabilities must be arranged with Academic Affairs 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.
- I. For written exams, the exam proctor, if it is not the Block/Inter-session/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.
- J. 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.
- K. 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)
- L. 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.
- M. In case of an emergency, students should leave laptops at their seats and follow any emergency instructions being given.

COMAT Late Exam 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 Concern Report.

There are certain circumstances, if properly documented, that can be exceptions to the 20-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 sit 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 Emergency Medicine COMATs.

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. COMLEX Policy and Procedures

- A. All students must pass COMLEX Level 1, COMLEX Level 2-CE, and the school's MS 3 Capstone OSCE to graduate and receive their DO degree.
- B. According to the NBOME, a student is eligible to take COMLEX Level 1 upon satisfactory completion of the first year at an AOA-approved medical school and with the school's approval. The school will allow students to register and schedule board examinations no sooner than permitted by the NBOME. However, students are not allowed to schedule the examination before they have completed all academic requirements for OMS II (for COMLEX Level 1) or OMS III (for COMLEX Level 2-CE), including any board preparation courses and all core rotation exams and requirements. Students must take and pass COMLEX Level 1 before starting clinical rotations.
- C. Practice COMLEX exams, called COMSAEs, are administered to the OMS II class in the spring semester and to the rising fourth-year class in the summer to assess readiness for their required COMLEX Level 1 and Level 2-CE board exams, respectively. Students must achieve a minimum passing COMSAE score, as established by the Assessment Office, to be eligible to take each respective COMLEX exam. Students must be cleared by Academic Affairs to take COMLEX. 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.
- D. Students entering a dual-degree program or a scholarly year are required to take the applicable COMLEX exam before starting their program or research. They must pass the applicable COMLEX exam before returning to the DO portion of their program.
- E. School approval to sit for COMLEX Level 1 is based on student performance using a combination of measures, such as the student's medical school overall block exam average, the school-administered COMSAE Phase 1, and/or other internal or national exams as determined by the school. The Assessment Office establishes combinations of scores and averages to determine if the student must meet additional requirements before becoming eligible to sit for COMLEX Level 1.
 - a. **Approval to sit for COMLEX Level 1** is determined by SAPC/Academic Affairs and cannot be changed without their approval. The SAPC-designated exam time frames have a goal of maximizing student success and progressing students into their clinical rotations.
 - i. An appeal to take COMLEX beyond these time frames must be approved by the Vice Dean for Academic Affairs and Student Services.
 - b. **Students who do not meet barrier requirements may have additional requirements, including:**
 - i. Meet with their Center for Student Success (CSS) advisor, who will provide specific requirements that must be fulfilled to advance to COMLEX Level 1. These requirements may include:
 1. Developing a formal study plan with Q-bank expectations.
 2. Attending an intensive (in-person or virtual) board review course or other board review/tutoring (at the student's expense).
 3. Engaging other support services as directed by the CSS advisor.

- ii. Take additional exams, such as a second school-proctored COMSAE or internal exam(s), and achieve a minimum score as determined by the Assessment Office to advance to COMLEX Level 1.
 - iii. Enroll in the Individual Learning Course (ILC) as mandated by the Student Academic Progress Committee (SAPC).
 - iv. Comply with changes to hub and/or track assignments as directed by the Assistant Dean for Clinical Education.
 - v. Other requirements as determined by the SOM Dean, the Vice Dean for Academic Affairs and Student Services, or SAPC.
 - c. **If a student receives a passing COMLEX Level 1 result at any time beyond the normal start of clinical rotations:**
 - i. The Assistant Dean for Clinical Education will determine the earliest time frame in which capacity allows the student to begin clinical rotations, and whether the student's original hub/track options must be changed.
 - ii. If the student is unable to begin clinical rotations immediately, other options (e.g. research, student-acquired preceptors for vetting, etc.) can be explored and require approval by Academic Affairs & Student Services Leadership and SAPC.
 - d. **If a student does not pass COMLEX Level 1, they are required to:**
 - i. Meet with CSS to develop a study plan and/or enroll in a Board Review Course.
 - ii. Enroll in Independent Study or the Individual Learning Course.
 - iii. Comply with SAPC mandates.
 - iv. Comply with hub/track reassignment as directed by the Assistant Dean for Clinical Education.
 - v. Take up to three additional attempts at COMLEX Level 1 and pass the exam before the following year's NBOME blackout dates; otherwise, the student will be recommended for dismissal.
- F. School approval to sit for COMLEX Level 2-CE is based on student performance using a combination of measures, such as the student's clinical COMAT average, the school-administered COMSAE Phase 2, and/or other internal exams as determined by the school. The Assessment Office establishes combinations of scores and averages to determine if the student must meet additional requirements before becoming eligible to sit for COMLEX Level 2-CE.
- a. **Approval to sit for COMLEX Level 2-CE** is determined by the SAPC and Academic Affairs. Students must pass all core clerkships (EXCEPT Geriatrics,, ICU, and EM), including Clinical Preceptor Evaluation and required exams (COMAT/departamental exam/OSCE) to be eligible to take COMLEX Level 2-CE.
 - b. 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 ≥ 465) are expected to take the COMLEX Level 2-CE exam no later than the last COMLEX 2-CE exam date in July.
 - c. **Students who do not meet barrier requirements may have additional requirements, including:**
 - i. Meet with their Center for Student Success (CSS) advisor, who will provide specific requirements to advance to COMLEX Level 2-CE. These requirements may include:
 - 1. Developing a formal study plan with Q-bank expectations.
 - 2. Attending an intensive (in-person or virtual) board review course (at the student's expense).
 - 3. Engaging with other support services as directed by the CSS advisor.
 - ii. Take additional exams, such as a second school-proctored COMSAE or internal exam, and achieve a minimum score as determined by the Assessment Office (ex. 465) to advance to COMLEX Level 2-CE.
 - iii. Enroll in Independent study or use FLEX time as mandated by the Student Academic Progress Committee (SAPC), with a passing COMLEX Level 2-CE score required to return to clinical rotations.

- iv. Other requirements as determined by the SOM Dean, the Vice Dean for Academic Affairs and Student Services, or SAPC.
- d. Students who are delayed in advancing to the COMLEX Level 2-CE exam for any reason must take the exam by the last test date in December.
- e. **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 any subsequent COMLEX Level 2-CE (up to 4 attempts) no later than 4 months after receiving a failing score.
- f. **If a student has not passed COMLEX Level 2-CE by their expected graduation date** but has completed all coursework and has not/will not have 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.

XIII. 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 students' 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.

XIV. 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 records of each student are reviewed periodically by the Academic Affairs & Student Services and referred to SAPC as needed. The Dean of the School acts upon the recommendations received from the Student Academic Progress Committee and pursue the following actions but is not limited to :

- Promoting students whose work is satisfactory;
- Warning students whose work is less than satisfactory that they must improve their scholastic performance;
- Directing that students whose work is unsatisfactory be placed on probation with an opportunity to repeat specified courses;
- Upholding the dismissal of a student who is considered an unpromising candidate for the degree of Doctor of Osteopathic Medicine.

Appeals of the requirement(s) of the Student Academic Progress Committee on matters of recommended dates to take exams, remediation courses, and other non- dismissal issues to the Vice Dean for Academic Affairs and Student Services must be submitted in writing within ten (10) business days of their appearance date. The Assistant for Pre-Clerkship Curriculum will make the decisions if the Vice Dean for Academic Affairs and Student Services is not available. Dismissal appeals should be made in writing to the Dean of the school within ten (10) business days.

XV. Review by the Student Academic Progress Committee

Any student who is identified by the Course Directors, Academic Affairs, or the IPACC 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) independent learning course, 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. The SAPC Committee Chair and the Center for Student Success staff assistant must be notified at least 2 business days in advance if a student wishes to have an advocate present during their SAPC appearance, including the advocate's name and email address where they can be reached. 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.

XVI. Academic Status Policy (Academic Monitoring, Warning, and Probation)

The Academic Status Policy, which includes Academic Monitoring, Academic Warning, and Academic Probation, allows the Student Academic Progress Committee to identify students whose performance falls below expectations and who may benefit from additional support. Students who do not meet the requirements while on Academic Monitoring, Academic Warning, or Academic Probation may be referred to the Assistant Dean for Student Affairs for disciplinary action at the discretion of the Student Academic Progress Committee.

Student academic statuses can impact a student's current academic standing. Academic standing is the measure of a student's progress and performance throughout their academic program. This standing is assessed regularly at the end of each block and semester. Students who meet all institutional minimums are generally considered to be in "good academic standing". The designations below describe the various standings/statuses a student may be classified as based on their academic performance.

Academic Monitoring (Still considered in good academic standing)

Criteria:

A student will be placed on Academic Monitoring if they meet any of the following criteria:

1. Failure of one block exam **AND** having an academic year block exam average below the predicted level for COMLEX success* at any point after completing the fall semester.
2. A student who is required to attend Introduction to First Year Medical Education course **AND** scores below the predicted level for academic success** on the pre-matriculation final exam.

**The predicted level for board success is determined by the Assessment Office and is currently set at $\geq 77\%$.*

***The predicted level for academic success for pre-matriculation students is determined by the Assessment Office and is currently set at $\geq 80.0\%$.*

Requirements:

Students on Academic Monitoring are subject to the following conditions:

- A mandatory submission of a performance improvement action plan for review and approval

by the Center for Student Success.

- A review of extracurricular engagement with the Center for Student Success, which may result in adjustments to create additional time for academic focus.

Academic Warning (Still considered in good academic standing)

Criteria:

A student will be placed on Academic Warning if they meet any of the following criteria:

1. Failure of three or more block exams within the fall semester.
2. Failure of a third block exam in an academic year while on Academic Monitoring.
3. Failure of four block exams in an academic year.
4. Failure of any block/intersession/course (BIC).
5. Has an academic year block exam average highly predictive of COMLEX failure* at any point after completing the fall semester.
6. Failure of any COMLEX exam or any Clerkship COMAT/departmental exam.

**Block exam average highly predictive of COMLEX failure is determined by the Assessment Office and is currently set at $\leq 74\%$.*

Requirements:

Students on Academic Warning are subject to the following conditions:

- A mandatory meeting with the Center for Student Success and completion of all agreed-upon action steps and learning programs.
- All travel for conventions, conferences, meetings, recruiting trips, or any travel that conflicts with class time must be submitted and approved via the [Rowan-Virtua SOM Excused Absence Request form](#).
- Additional prohibitions as deemed necessary by the Student Academic Progress Committee, including potential restrictions on clerkship hub selection.

Academic Probation (Considered not in good academic standing)

Criteria:

A student will be placed on Academic Probation if they meet any of the following criteria:

1. Failure of two blocks/intersessions/courses within the same curricular year.
2. Failure of three blocks/intersessions/courses within the first two curricular years.
3. Failure of two core clerkships during the clerkship years.
4. Failure of two different COMAT and/or Departmental exams.
5. Failure of the same COMLEX exam twice.

Requirements:

Students on Academic Probation may be subject to the following conditions:

- Required appearances before the Student Academic Progress Committee (SAPC) according to a set schedule.
- Compliance with all Student Academic Progress Committee mandates. Noncompliance may result in an appearance before the Committee, a professionalism concern, and possible disciplinary action.
- Participation in an individualized remediation program designed in collaboration with the Center for Student Success.
- Additional academic requirements as determined by the Student Academic Progress Committee.
- Prohibition from participation in the clerkship hospital lottery.
- Prohibition from holding office in or serving on committees, student government, clubs, or other student organizations.

- Prohibition from travel to conventions, conferences, meetings, or recruiting trips requiring time away from class.

Removal from Academic Monitoring, Warning, and Probation

A student will be removed from **Academic Monitoring, Academic Warning, or Academic Probation** when they meet any of the following conditions:

1. For Academic Monitoring related to the Introduction to Medical School course (*mandatory attendance at and a final grade below predictive of academic success*):
At the end of the fall semester, if there have been no block exam failures AND their block exam average is above the level highly predictive of COMLEX failure.*
2. For criteria related to block exam average, or block exam failure:
 - a. Elevate their academic year block exam average above the level highly predictive of COMLEX failure* by the end of the academic year
 - b. Pass COMLEX Level 1.
3. For criteria related to COMLEX, Clinical COMAT/Departmental Exam, or BIC failures:
Remediate the respective COMLEX, Clinical COMAT/Departmental Exam, or BIC failures.

**The level highly predictive of board failure is determined by the Assessment Office and is currently set at $\leq 76\%$.*

XVII. Leave of Absence

A. Medical or Personal Leave of Absence

1. A leave of absence (LOA) is a pre-approved leave from the institution that suspends a student's course of study for a definite period of time. A LOA from the medical school curriculum may be granted at the institution's discretion under extraordinary medical or life circumstances for up to a total of 52 weeks during a student's enrollment as a student at SOM. ALOA is generally reserved for acute and/or time limited events or transitions that could significantly impact the student's ability to engage in academic responsibilities. Typical circumstances warranting an LOA include:

- Serious health condition or illness of the student or an immediate family member;
- Death of a family member;
- Military obligation;
- Childbirth or adoption.

A LOA will not be permitted if taking the LOA would prohibit a student from completing the curriculum within six years as required by Rowan-Virtua SOM's accrediting body. The Student Academic Progress Committee (SAPC) makes the determination of whether six-year completion is possible, or it is at risk, in the setting of an LOA request.

B. Requesting a Leave of Absence

A student must submit a written request for an LOA to the Assistant Dean for Student Affairs via Starfish. [Leave of Absence Request](#) The request must describe the circumstances underlying the request and the period of leave sought, but students should not include medical records as part of the initial request. Requests for a LOA based on a student's medical condition must be supported by documentation from the student's healthcare provider verifying the medical condition and anticipated time needed for recovery which should be separately submitted to the Director of Student Health.

The Assistant Dean for Student Affairs will meet with the student to discuss the circumstances underlying the requested LOA and intended LOA period. It is within the discretion of the Assistant Dean for Student Affairs to grant a student's request for an LOA if both of the following conditions are met: the requesting student is (1) in good academic standing, and (2) has demonstrated circumstances warranting an LOA. The Assistant Dean for Student Affairs may consult with the Director of Student

Health or other administrators as needed, and/or may request additional information or documentation from the student prior to making a determination.

Leaves of Absence cannot be requested if a student is expected to fail one or more courses (i.e. calculations of completed work demonstrate it is numerically impossible for the student to pass the course) or to avoid dismissal for academic or disciplinary reasons. Students who are on Academic Warning or Academic Probation, or who have failed one or more courses at the time of the requested LOA, will be required to have their record reviewed by the SAPC to understand the implications of a LOA within 30 days of the request. Students who have appeared before the SAPC prior to the request, but within 30 days may be considered to have fulfilled this requirement. This is to ensure academic progress is reviewed and considered prior to LOA determination by the Assistant Dean of Student Affairs.

It is strongly recommended that the student meet in advance with the Registrar's office, to understand the impact on student records and transcripts, and meet with the Financial Aid office to understand the financial impact of taking a LOA, including the potential need to repay student loans.

Within 7 business days of the LOA request, the Assistant Dean of Student Affairs will notify the student by email as to whether the LOA has been approved. If the LOA is approved, the letter will detail the start and end dates, the reason for the LOA, as well as any requirements of return. The letter also details information on ID card, educational program, email, facilities and campus access during LOA. After this letter is received, the SOM Registrar changes the student registration status and provides notification to the student. This is the final notice that the LOA has been activated.

C. Additional information on 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 military students to allow them to engage in military rotations and military obligations, as needed and within reason.

D. Return from Leave of Absence*

1. By thirty (30) days prior to returning from a LOA, the student must complete the Return from LOA Survey in the Starfish system, to confirm the intended date of return and begin the registration process. Students can complete the LOA Survey at

<https://rowansom.starfishsolutions.com/starfish-ops/dl/student-surveys/studentSurveysList.html>.

2. Students returning from a medical LOA must also make an appointment with the Director of Student Health, School of Osteopathic Medicine, for evaluation of readiness to re-enter the program. As part of this evaluation for clearance to return, the student must submit documentation from a treating healthcare provider confirming that the student is cleared to return to the medical education environment, which is collected and reviewed by the Director of Student Health.

3. The Director of Student Health will present a report and recommendation to the Assistant Dean for Student Affairs for review and approval prior to the return date.

4. A student's failure to provide confirmation of intent to return 30 days prior to the intended return date will result in delays in processing the return and will not guarantee return by the intended date. This may lead to delays in student curriculum, change of class year, academic progress, and graduation from SOM. The Office of Student Affairs will utilize Rowan email and the Starfish Access

Network as the official modality of communication around LOA details and returns. If a student fails to submit the confirmation of intent to return, the Office of Student Affairs will make every effort to contact the student using email, phone, emergency contacts and wellness checks. Lack of contact and confirmation of return may result in administrative withdrawal from SOM.

***PLEASE NOTE:** 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.

XVIII. Research Scholar Elective

Students have the opportunity to participate in a full or part-time research experience as an enhancement to their medical education. Students must apply for approval to receive academic credit as a Research Scholar Elective. [Research Scholar Application](#)

What is research?

Research is the pursuit of new knowledge through the process of discovery. Research is conducted by following the scientific method. 1) Generate a question, 2) conduct background research, 3) form a hypothesis, 4) test the hypothesis with experimentation or by collecting data to support or refute a hypothesis, 5) analyze data, 6) draw conclusions, and 7) communicate results.

What is not research?

- Case reports
- Literature reviews
- Shadowing

During clerkship years

Students can be approved for a full-time research scholar elective for a minimum of 4 months and a maximum of two semesters (12 months).

During pre-clerkship years

The opportunity must be a part-time research experience that lasts a minimum of 4 months and runs concurrently with the standard curriculum. The experience cannot interfere with attendance in the curriculum and must not exceed 20 hours a week.

Approval Process

To obtain approval, students must submit the Research Scholar Elective Application and the required documentation as specified on the application form to the Assistant Dean of Pre-Clerkship Curriculum. Applications should be submitted 4 weeks prior to the start of the elective. Students will receive written notification of the decision from the Assistant Dean of Pre-Clerkship Curriculum. 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 or courses, students in the Research Scholar Elective will be charged a Maintain Matriculation fee and applicable fees but are not charged tuition for the Research Scholar Elective. Under special circumstances, and only with prior approval by the Assistant Dean of Pre-Clerkship Curriculum, students may be permitted to complete a clerkship or coursework during their semester(s) of Research Scholar Elective. If so, applicable tuition charges will be assessed accordingly and added to the student's semester bill.

XIX. 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 Vice Dean for Academic Affairs & 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 Vice Dean for Academic Affairs and Student Services or the Assistant Dean of Student Affairs. Based upon the status of the individual in each course at the time of voluntary or administrative withdrawal, transcript grades will be recorded on the transcript as W (Withdrawal).

XX. Dismissal

Reasons for dismissal that span all four years may include, but are not limited to, the following:

- A. Failure of the same COMLEX exam four times.
- B. Failure to complete or a projection of failure to complete based on time, all required coursework, including passing required COMLEX exams, within the maximum time frame specified for their degree program (including approved leaves of absence)
- C. Remaining on Independent Study/Learning for more than one year will mean the student will not be making Satisfactory Academic Progress (See [Standards of Satisfactory Academic Progress](#))
- D. Absence of the personal qualifications and attributes deemed necessary to perform the duties of an osteopathic medical student and the osteopathic medical profession.
- E. Presence of Code of Conduct violation(s) as determined by the Disciplinary Hearing Board following a disciplinary process in accordance with the [Policy on Student Responsibilities, Rights and Disciplinary Procedures](#).

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 four 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.

XXI. Graduation Requirements

All academic work and requirements must be completed no later than May 30th to be considered for May graduation or by December 30th to be considered for December graduation. Students that complete all requirements, after these standard semester timelines, will be eligible for graduation with an adjusted conferral date. 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.

XXII. 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.

XXIII. 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 for completion of the academic program is six years, including any time on approved leave of absence (see Standards of Satisfactory Academic Progress for Title IV & NJ Financial Aid Program Eligibility).** 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.

XXIV. 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.

XXV. Alternate Degree Pathway: Master's of Applied Medical Sciences

This degree pathway was specifically designed for medical students who successfully completed the preclerkship curriculum but, for personal, medical, or academic reasons, that they will not continue in the DO program. This pathway offers a valuable opportunity to leverage the medical coursework towards a Master's degree.

Eligibility Requirements:

- * Successfully completed all pre-clerkship Tensegrity coursework (Years 1-2).
- * Passed the Benchmark OSCE.
- * Voluntarily withdrawn or has been dismissed for academic reasons.

(Students dismissed for disciplinary reasons are not eligible.)

Through this program, students will complete a capstone scholarly project and presentation with guidance from a faculty mentor. Students may build upon their Medical Scholarship II project if they have already started one. Upon the satisfactory completion of the project, students are awarded the Master of Science in Applied Medical Science degree, which is reflected on the SOM transcript.

The program is designed to be completed within one semester. For more information, contact Academic Affairs.

XXVI. Standards of Satisfactory Academic Progress for Title IV & NJ Financial Aid Program Eligibility

A. Purpose

This policy defines satisfactory academic progress for all School of Osteopathic Medicine (SOM) matriculating students.

B. Accountability

The Vice Dean 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 can fail no more than 1 course out of the total number of courses attempted. 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.

Semesters 3 and 4 – Students can fail no more than 1 course out of the total number of courses attempted. 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 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 clerkship curriculum (Clinical years 2-4)-:

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 can fail no more than 1 course out of the total number of 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 can fail no more than 1 course out of the total number of 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 clerkship curriculum (Clinical years 2-4)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

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 in the previous sections of this handbook.

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 make Satisfactory Academic Progress a student must also complete the COMLEX Level 1 and Level 2-CE. If the student fails any COMLEX four times the student will not be making satisfactory academic progress. Students must successfully complete COMLEX Level 1 to continue onto second/third-year rotations. If a student fails COMLEX 1, the student will be required to stop coursework and may be placed in the Individual Learning Course and will be placed on Financial Aid Warning. If a student remains in the Individual Learning Course 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. The student may not exceed the total of 6 years in the DO program including an additional year to complete COMLEX Level II.

4. Maximum Time Frame for Completion of the DO Degree and Dual Degree Programs

Maximum time frame is defined by SOM as the maximum number of years after first enrollment that a student may complete SOM courses in the full-time pursuit of a degree. Each academic year the Registrar and the Committee will evaluate whether each student can complete the program without exceeding the maximum years in which courses were attempted. A student must complete all requirements for their specific degree program within the maximum time frame specified in the chart below, including time for approved leave of absence (see Academic Rules and Regulations Section on Leave of Absence).

Degree Program	Standard Length	Maximum Length
DO Students entering 1st year SGL or PBL curriculum	4 years	6 years
DO Students transferring into 2 nd year	3 years	5 years
DO Students transferring into 3rd year	2 years	4 years
D.O/ JD	6 years	8 years
DO/ MBA	5 years	7 years
DO/ MPH	5 years	7 years
DO/ PhD	7 - 9 years	11 years

5. Notification of Lack of Satisfactory Academic Progress

Following the evaluations required by Sections A, B and C of this policy, the Committee will transmit written notification to all students who have not met the standards for Satisfactory

Academic Progress, with copies to the Rowan University Office of Financial Aid, Vice Dean for Academic Affairs and 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 may be available for correcting the deficiency and any consequences that have resulted or may result, such as probation, suspension or dismissal. A student may re-establish Satisfactory Academic Progress by demonstrating achievement of the required completion rate and/ or GPA (C equivalent) and/or COMLEX within the maximum time frame required.

6. Financial Aid Warning

Students who have been determined not to be making satisfactory academic progress will automatically be placed on Financial Aid Warning. While on Financial Aid Warning the student is eligible for financial aid for a period of one semester. No appeal is necessary. The student will be reviewed again at the end of the next semester of enrollment. The student must complete the following semester's courses successfully as well as complete any other requirements established by the Committee. If the student is still not making satisfactory academic progress, see section 7. Appeal for Reinstatement of Financial Aid Eligibility and section 8, Financial Aid Probation.

7. Appeal for Reinstatement of Financial Aid Eligibility

Students who have been on Financial Aid Warning in the previous academic semester and are still not making satisfactory academic progress by the end of that semester are not eligible for financial aid. A student may appeal being designated ineligible for financial aid due to extenuating circumstances such as serious illness or death of a family member. The student must submit a written appeal to the Vice Dean for Academic Affairs and 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.

XXVII.

Interim Suspension Policy

An interim suspension is an emergency administrative response to actions caused by a student which poses risk of harm, or which threatens the integrity of the educational environment. A temporary suspension is activated by the institution to provide a specific period of time for a student to be removed from the educational environment while a review is conducted prior to the possible initiation of a disciplinary process.

A student may be temporarily suspended from continuing participation in coursework, being present on the campus or participating in University-related activities for an interim period pending a disciplinary hearing. An interim suspension is effective immediately without prior notice whenever there is evidence that the continued presence of the student in the educational environment may pose a substantial threat to others or to the stability and/or continuance of SOM or University functions. A student may be temporarily suspended from participating in clinical education activities upon evidence that the continued presence of the student in the clinical setting poses a risk to patient safety or healthcare functioning, or if the clinical education site removes the student from its clinical education program.

It is the responsibility of the Assistant Dean of Student Affairs, or their designee, to implement an interim suspension. The Assistant Dean of Student Affairs may consult with other university leadership and administrators in deciding whether to impose an interim suspension. The Assistant Dean of Student Affairs will notify the student by email of the notice of interim suspension and detail its requirements, which may include but are not limited to:

1. Exclusion from attending or participating in academic classes or programs,
2. Prohibition from being present on university premises,
3. Prohibition from being present in or around clinical settings,
4. Prohibition from attending or participating in school activities, clubs, or events,
5. Prohibition from sending emails to university-supported email listservs or participation in virtual settings,
6. Prohibition from representing oneself as a current student of Rowan-Virtua SOM on any public media or social media platform.

A student may move directly from an interim suspension into a disciplinary procedure, during which the timelines and requirements of the disciplinary procedure apply. If the student does not move directly from an interim suspension into a disciplinary procedure, the interim suspension will be lifted, and the Assistant Dean of Student Affairs will notify the student of the removal of the interim suspension.

Modifications to the interim suspension will be explicitly communicated by the Assistant Dean of Student Affairs or their designee. Any communication with the student during the period of interim suspension must be managed by the Office of Student Affairs directly or approved by the Assistant Dean of Student Affairs.

If a student wishes to appeal the interim suspension, the student is required to make an appointment to meet with the Assistant Dean of Student Affairs within five (5) business days from the effective date of the interim suspension. The purpose of the meeting is to determine: (1) the reliability of the information concerning the student's conduct; and (2) whether the conduct and surrounding circumstances reasonably indicate that the continued presence of the student on the educational and/or clinical setting likely poses a substantial threat to others

or to the stability and/or continuance of normal University functions. In cases where a student is temporarily suspended because a clinical education site removed the student from its clinical education program, the purpose of the meeting is to determine the reliability of the information concerning the student's conduct.

During the interim suspension, the student remains a registered student, but university ID badge access may be removed. The student will be excused from academic requirements but may continue to study for classes or continue with academic progress in the medical school curriculum. The Assistant Dean of Student Affairs, or their designee, will notify the students faculty and the student will be excused from academic requirements at the recommendation of the Assistant Dean of Pre-clerkship Curriculum or Assistant Dean of Clinical Education. Any coursework or academic requirements missed during the interim suspension must be completed once the interim suspension is lifted in order to receive academic credit.

An interim suspension does not replace or begin a formal disciplinary process. An interim suspension itself is not reported on a student's transcript nor is it considered a disciplinary sanction. Following an interim suspension, disciplinary processes proceed in accordance with the [Rowan-Virtua SOM Student Rights, Responsibilities, and Disciplinary Procedures](#) which uphold the Rowan-Virtua SOM Code of Conduct.

XXVIII.

Students-At-Significant Risks to the Health and Safety of Self or Others

Rowan-Virtua SOM follows Rowan University policy for [Students-At-Significant Risks to the Health and Safety of Self or Others](#). The policy below specifics the reporting parties at within SOM for students at significant risk to the health and safety of self or others.

Any staff person who becomes aware of a student that has expressed or is engaging in behavior that puts the health and safety of themselves or others at risk (ex. suicidal ideation, plan, intent behavior or homicidal ideation plan or intent, or behavior) should contact their direct supervisor immediately to report the situation. **Together with their supervisor, the Assistant Dean of Student Affairs should also be notified.**

If there is imminent and/or immediate danger, the staff person should contact the Police immediately at 911. The Department of Public Safety & Emergency Management will be contacted for emergency response and/or transport of the student to the nearest emergency room or to the Department of Public Safety & Emergency Management or the Glassboro Police Department.

In any emergency situations requiring transportation to the emergency room for evaluation for hospitalization, the **Office of Public Safety** and **Assistant Dean of Student Affairs** must be informed.

In emergency situations, the student's emergency contact(s) will be notified by the **Assistant Dean of Student Affairs**, or his/her designee, and the identified significant concern over health and safety will be communicated to the emergency contact.

If there is not imminent and/or immediate danger, the immediate supervisor will then contact the **on-call counselor at Student Health & Wellness**, and they will notify the **Director of Student Health & Wellness**. The student will be evaluated by **Student Health & Wellness** Staff. The **Student Health & Wellness** staff will develop an appropriate disposition, including contacting the Department of Public Safety and Emergency Management for transport to the nearest emergency room for evaluation for admission into the hospital, if necessary.

If the student is engaging in behavior or is threatening to engage in behavior that puts other students at risk, a **Situation Threat Assessment** will be considered by the **Assistant Dean of Student Affairs**, in accordance with the Rowan University [Situation Threat Assessment Policy and Protocol](#), in effort to ensure the health and safety of the student and campus.

If the student is engaging in or is threatening to engage in behaviors that put themselves at risk, the student will be referred to **Student Health & Wellness** for evaluation with appropriate treatment recommendations communicated to the student. Treatment options range from counseling and/or medication management to referral to the nearest emergency room for evaluation for admission.

Student Health & Wellness will work with the Office of Residential Learning & University Housing and other departments on campus (with appropriate consent of the student) to ensure a safe and healthy living environment on campus for the student and others, **in the case of concerns about an SOM student living in Rowan University housing.**

Any actual behaviors that are threatening to the health and safety of self or others will also be evaluated by the **Assistant Dean of Student Affairs** as to whether they violate the **Rowan-Virtua SOM Code of Conduct.**

Rowan-Virtua SOM Student Code of Conduct

PREAMBLE

The Rowan-Virtua School of Osteopathic Medicine (SOM) community holds itself to the highest standards of academic and professional conduct. These expectations reflect the enduring values of the osteopathic medical profession and SOM's mission to develop clinically skilled, compassionate, and culturally humble physicians ready to meet future healthcare needs.

The Rowan-Virtua SOM Student Code of Conduct, aligned with our six guiding principles, defines the expectations every student osteopathic physician should strive to achieve. Sections I-VI of this Code, named for each of the Guiding Principles — I. Excellence, II. Innovation, III. Integrity, IV. Collegiality, V. Compassion, and VI. Community—are educational and aspirational, describing the expectations and specific behaviors consistent with each guiding principle. While these behaviors are expected, nonadherence to Sections I-VI is not subject to disciplinary action under the [Responsibilities, Rights, and Disciplinary Procedure](#).

Section VII. Violations outlines the conduct that constitutes unacceptable behavior and to which all students are held accountable. Conduct identified within Section VII is prohibited and is subject to disciplinary action under the [Responsibilities, Rights, and Disciplinary Procedure](#). Each student must read, understand, and abide by these principles throughout their medical education and training.

Student Culture Statement

As future physicians, we, the students of the Rowan-Virtua School of Osteopathic Medicine, rise to meet the professional and ethical standards of our profession. These guiding principles—Excellence, Innovation, Integrity, Collegiality, Compassion, and Community—are key competencies of the osteopathic tradition and the medical profession. We strive to take care of each other and our patients, create a culture of kindness and honesty, and be responsible for our own actions. This Student Code of Conduct is our guide to developing these values and the standard by which our actions will be evaluated. See more in the [Key Points: Training Guide to the Student Code of Conduct](#).

I. EXCELLENCE

We are committed to excellence in osteopathic medical education, research, and clinical care, recognizing that achieving a high quality of medical education requires adherence to high standards. The community also recognizes that excellence does not mean perfection but requires diligence and the formation of productive habits that build consistency, dependability, and trustworthiness, which are foundational to all other guiding principles.

Expectations:

- Adherence to professional standards of behavior in academic, research, clinical environments, and school sponsored social events.
- Punctual attendance at all required sessions unless formally excused. This includes but is not limited to lectures, laboratory work, morning reports, grand rounds, and mandatory clinical sessions.
- Compliance with assigned schedules unless arrangements are made for an accommodation or a specific excusal is requested and granted. This includes but is not limited to didactic, academic classes, exams, groups, and mandatory sessions, and clinical environments, including preceptorships, after-hours, and on-call responsibilities.
- Responsibility for timely completion of mandatory paperwork and administrative tasks in accordance with academic or professional standards. This includes but is not limited to evaluations, reports, attestations, surveys, quizzes, registration for required SOM and national assessments, such as COMLEX or COMAT exams through the NBOME.
- Professional dress and appearance, consistent with the [Rowan-Virtua SOM Dress Code](#), and applicable clinical site standards, if present in a clinical setting as a student of Rowan-Virtua SOM.
- When uncertain about professional expectations, students should seek clarification from the SOM Conduct

Council or the Assistant Dean of Student Affairs.

II. INNOVATION

We encourage innovation through creativity and outside-the-box thinking, especially by using cutting-edge technology and the newest advances in academic, clinical, and research arenas. The community also requires attention to responsible use of such technology, recognizing that standards must exist to ensure a culture of safety in the setting of new knowledge and discovery.

Expectations:

- Engage with technology in social and professional ways that enhance learning, research, and patient care.
- Engage in activities outside of Rowan-Virtua SOM, including but not limited to political advocacy, community service and involvement, and research enterprises.
- Online interactions in a way that promotes productive dialogue, respectful discourse, critical appraisal of scientific knowledge; uphold the standards of the osteopathic profession; and reflect positively on Rowan-Virtua SOM.
- Embody an entrepreneurial spirit by considering new innovations and business applications of osteopathic medicine and research, while identifying oneself clearly as an osteopathic medical student in such endeavors.

III. INTEGRITY

Integrity in osteopathic medicine has meaning and importance, being defined by the choices one makes without expectation of reward, or when 'nobody is watching.' Integrity also does not assume flawlessness, but requires honesty and accountability, openness to feedback and constructive criticism, a teachable spirit, and ethical conduct at all times.

Expectations:

- Adherence to all applicable federal, state, and local laws and regulations.
- Demonstrate professional and academic integrity and honesty in all matters.
- Compliance with University and SOM policies, procedures, academic syllabi, and course expectations, including any formal policy on using Artificial Intelligence (AI) in academic and scholarly work.
- Truthful representation of students' own work and the work of others.
- Proper citation and referencing of students' own work and the work of others, including when utilizing other students' work in a collaborative spirit.
- Recognition that dishonesty or misrepresentation in research, scholarship, or patient documentation is considered unlawful and undermines both institutional integrity and public trust.
- Early and proactive communication with faculty, staff, and students, taking responsibility – especially in the event of emergencies - for rescheduling or making appropriate arrangements for missed classes, mandatory activities, meetings, exams, or change in academic plan.
- Uphold of the [Code of Ethics of the American Osteopathic Association \(AOA\)](#) in all patient care and professional contexts.
- Proactive identification of oneself as a medical student while in clinical settings, to patients and all academic and healthcare professionals, and members of any clinical team.
- Engagement in patient care activities or procedures under the direct supervision of a licensed health care professional or physician.
- Obtain written consent prior to sharing identifiable information or using technology, including but not limited to using AI dictation or resources in the course of patient care.
- Recognize the potential for conflicts of interest that may compromise objectivity in academic and clinical environments.
- Maintain professional relationships and boundaries with patients, families, faculty, and staff, by appropriate disclosure of such relationships according to COCA standards vis-a-vis required attestation. This also includes excusal from the care team of a patient with whom they have a personal relationship or

acquaintanceship.

- Report violations of this Code to the SOM Conduct Council or the Assistant Dean for Student Affairs. Retaliation against a student who reports a breach of the Code of Conduct is not permitted, and all efforts will be taken to maintain confidentiality of reporting and to prevent retaliation.
- Alignment of professional behavior with the mission and values of Rowan-Virtua SOM.

IV. COLLEGIALITY

Collegiality reflects our respect for one another, our commitment to teamwork, and our shared pursuit of learning and service. Collegiality is not simply being respectful or kind, but assuming positive intent of another by virtue of being interdisciplinary members of a shared healthcare community and committing to working through conflict using respectful disagreement and critical discourse.

Expectations:

- Demonstrate respect in all interactions with faculty, staff, peers, patients, and other healthcare professionals.
- Collaborate in team-based learning and peer-to-peer interactions, including interdisciplinary and interprofessional settings.
- Portray attention to classroom activities, academic content, guest speakers in both academic and extra-curricular locations, and in both in-person and virtual settings. This includes but is not limited to engaging in session content without distractions (including phone or computer scrolling), avoiding disruption when entering or leaving sessions (in-person or virtually), turning cameras on when requested to (in virtual settings), and remaining engaged in the session even when joining virtually (rather than logging into a session without proximity to the device).
- Offering help and assistance to others in good faith when asked, with clarity that sharing of resources promotes collegiality and community, and in the case of academic resources, the understanding that utilizing resources requires proper citation and referencing.
- Giving, receiving, accepting and integrating feedback, offered in good faith by others in the community, in academic, research, and clinical environments, and in the course of patient care.
- Demonstrate self-awareness by using professional and constructive communication as a means to resolve conflict peacefully and productively in all interactions, by any means to prevent issues from escalating to cause disruption of the community environment.
- Respect others' online privacy and engage in discourse professionally.
- Uphold the [Interprofessional Education Collaborative Core Competencies](#).

V. COMPASSION

Compassion places the needs of others at the heart of what we do. Originating from the Latin derivation, meaning "to suffer with," approaching learning, care, and research with compassion brings us within close proximity to the people we serve. Conceptualizing professional conduct from a stance of compassion teaches us more about the human condition, understanding all persons in body, mind, and spirit. Through compassion, we respond to the physical, emotional, and intellectual needs of patients, peers, interprofessional team members, the academic environment, and the broader community, to promote health equity.

Expectations:

- Treat every person with dignity, respect, and empathy, extending to classmates, faculty, staff, other healthcare professionals, and oneself.
- Communicate interest in, respect, and support for all people in a manner sensitive to age, gender, race, disability, and culture.
- Recognize personal biases and how they can affect the professional community and patient care, and strive to minimize their influence.
- Advocate for those whose healthcare needs are not being met by participating in outreach, service

- learning, and clinical initiatives with empathy, professionalism, and respect for diversity.
- Build emotional intelligence and self-awareness as integral components of the Osteopathic Philosophy, and should guide all professional interactions.
- Monitor one's own well-being and seek assistance when needed to sustain compassionate, effective care.

VI. COMMUNITY

By abiding by and upholding these standards of conduct for all students, we build a respectful and collaborative community among ourselves at Rowan and extend that same spirit of service to all individuals in the communities we serve, committing to enhancing their health, knowledge, and well-being.

Expectations:

- Act as responsible, active members of the SOM community, supporting its mission and maintaining an environment conducive to learning and care.
- Giving, receiving, accepting and integrating resources, support, assistance, and feedback, offered in good faith by others in the community, and with an understanding that appropriate attribution will be granted when resources are utilized.
- Protect, respect, and maintain the property, safety, and well-being of all community members.
- Handle all SOM property and equipment responsibly and report any damage or misuse - whether intentional or unintentional - to the appropriate authorities or offices immediately.
- Serve as ambassadors of Rowan-Virtua SOM through ethical, compassionate, and community-focused action.

• VII. VIOLATIONS

Violations of the Code of Conduct, which undermine the Guiding Principles of Rowan-Virtua SOM, include but are not limited to the below list. Alleged Code of Conduct violations are handled in accordance with the [Responsibilities, Rights, and Disciplinary Procedure](#)

Foundational Professionalism

1. Disregard for or ignorance of expected professional standards of behavior in academic, research, clinical environments, and school-sponsored social events as outlined in the Student Handbook, academic syllabi, event expectations documents, and other documents.
2. Pattern or trend of failing to uphold professionalism competencies outlined in the Code of Conduct, Student Handbook, academic syllabi, [Policy on Managing Professionalism and Concerns about Student Wellness and Behavior](#) and/or other articulated expectations.

Patient Care & Confidentiality

3. Nonadherence to HIPAA standards, including but not limited to: unauthorized or inappropriate access to patient health records, lack of protection of patient information, disclosure of confidential information, failure to obtain patient consent prior to utilizing patient content for research, utilizing AI tools or any audio-visual recordings for clinical documentation unless authorized to do so.
4. Engaging in disrespectful or disruptive conduct or actions including but not limited to a failure to abide by the rules of a clinical site and/or cadaver or research labs.

Respect & Non-Discrimination

5. Acts of harassment, intimidation or bullying, including written, verbal, physical, and/or electronic acts or gestures, whether single incidents or a series of incidents that:
 - a. A reasonable person knows or should know, under the circumstances, will have the effect of physically or emotionally harming a person, or damaging a person's property, or placing a person in reasonable fear of physical or emotional harm to their person or damage to their property

- b. is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the services, activities, or privileges provided by the University
 - c. infringes on the rights of the student at the University (reprinted in part from: New Jersey Anti-Bullying Bill of Rights-2010 (N.J.S.A. 18A:37-14).
6. Engaging in sexual misconduct as set forth in the [Rowan University Student Code of Conduct](#), [Rowan University Title IX Sexual Harassment/Sexual Assault Policy](#) and/or [Rowan University Student Sexual Misconduct and Harassment Policy](#). Matters alleging that a student engaged in such sexual misconduct are subject to these policies.
7. Conduct of a sexual nature not governed by Rowan's Title IX Policy or Student Sexual Misconduct Policy.
8. Acts of discrimination, as set forth in the [Rowan University Student Code of Conduct](#). Matters alleging that a student engaged in acts of discrimination are subject to the [Rowan University Student Code of Conduct](#) and the [Procedures for Addressing Allegations of Student Discrimination and Retaliation](#).

Academic Integrity

9. Use of AI or digital tools to complete academic and research work without authorization or appropriate referencing or citation.
10. Cheating, defined as misrepresenting mastery of subject matter or assisting another in doing so. Examples include but are not limited to:
- a. Copying another's work on an exam, paper, or assignment, or allowing another to copy one's work.
 - b. Using unauthorized materials during examinations or evaluations; this includes but is not limited to materials brought into an exam room, materials kept in locations outside of exam rooms (bathrooms, lockers, cars), and pertains to written exams, OSCE assessments, standardized patient encounters in the SIM Center, and any other academic evaluation.
 - c. Collaborating with others during exams unless the exam is explicitly allowed to be completed in groups or teams.
 - d. Reproducing or distributing information about an examination before, during or after an examination.
 - e. Altering or falsifying graded work, evaluations, or transcripts.
 - f. Taking an exam for another or permitting another to take an exam in one's place.
11. Plagiarism, defined as representing another's ideas, words, or data as one's own. Examples include but are not limited to:
- a. Using exact words without quotation marks and citation.
 - b. Paraphrasing another's ideas, opinions, or data without proper citation and reference.
 - c. Using AI to generate assignments or presentations without proper attribution, citation, and reference.
 - d. Using images, charts, or diagrams from other sources without revision, permission, or appropriate citation.
12. Forgery or alteration of documents, including academic or institutional documents.

Professional Accountability & Compliance

13. Violations of Rowan University policies or community standards, whether on or off-campus, including but not limited to the [Rowan University Student Code of Conduct](#), [Alcohol and Other Drugs Policy](#), [Off-Campus Conduct Policy](#), and [Good Samaritan Policy](#).
14. Dress or attire that violates the [Rowan-Virtua SOM Dress Code](#) as set forth in the Student Handbook.
15. Research misconduct as defined by the [Research Misconduct Policy of Rowan University](#).
16. Engaging in business ventures or online activities that misrepresent a student's credentials, misrepresent a student as a resident, physician, or possessing a level of training that has not yet been attained, or demonstrate activities that would result in a conflict of interest and resulting financial or personal gain.
17. Sabotage of another's work, providing misleading information, or obstructing others' progress.
18. Untruthful representation of work and the work of others.
19. Fabrication or Falsification, defined as knowingly providing false information or withholding facts to deceive

or sabotage. Examples include but are not limited to:

- a. Using incorrect or unrelated sources in academic work.
- b. Listing unused references.
- c. Falsifying or withholding data in research, patient charts, or records.
- d. Submitting work prepared by an individual other than the stated author without attribution, also known as ghostwriting.
- e. Altering records for reasons other than the stated academic purpose, including but not limited to deception or sabotage of students or faculty.
- f. Providing false reasons or excuses for absences, delays, or missed responsibilities.
- g. Misrepresentation of clinical rotations, falsification of records, or submission of fraudulent information as part of completion of mandatory assignments or responsibilities.
- h. Acts of no-showing or late cancellation of appointments or reservations without a valid reason.
- i. Falsifying records for the purposes of personal gain.

Social Media & Professional Representation

20. Engaging in online or social media activity that violates the [Social Media Policy](#), including with respect to sharing or discussing patient information on social media or online platforms without explicit written consent from the patient and permission from the clinical entity in which the patient is connected and Rowan-Virtua SOM.
21. Sharing colleagues' names, images, or content online, via email, or within peer groups without explicit consent.
22. Misrepresentation of scholarship, academic standing, research pursuits, business endeavors.
23. Defamation or slander of any other classmate, student, colleague, or community member.

Community Standards & Safety

24. Nonadherence to all applicable federal, state, and local civil and criminal laws and regulations.
25. Destruction or damage - whether intentional or nonintentional - to University property or facilities, or while involved in off-campus activities under the auspices of Rowan-Virtua SOM.
26. Unauthorized entry into university buildings or computer systems or assisting others in doing so.
27. Disruption of teaching, research, or administrative activities, which may include but is not limited to acts of disruptive, disrespectful, or demeaning behavior; use of abusive language, profanity, or threats; or other acts of unprofessional public conduct, including but not limited to fighting, yelling, arguing, punching, hitting, and/or touching others without consent.
28. Harm to a person, including engaging in conduct which threatens or endangers the health or safety of any person.
29. Theft, damage, or other actions causing harm to property.
30. The illegal possession, use, or distribution of drugs or weapons.
31. Use of words, images, phrases, including pictures, gifs, memes, cartoons, or statements, in academic content that is not germane to the academic subject matter being taught in the classroom.

Reporting Violations

Faculty and staff who become aware of potential student misconduct must report it to the Assistant Dean for Student Affairs using the professionalism concern report, email, or phone call. Students may report misconduct by contacting the Assistant Dean for Student Affairs, student members of the Conduct Council, or through the [Honor Code Submission Form](#) which can be anonymous.

All reports are reviewed by the Office of Student Affairs, and students involved are subject to appropriate disciplinary procedures evaluated and described under the [Rights, Responsibilities, and Disciplinary Procedure](#)

ADDITIONAL UNIVERSITY AND SOM POLICIES

Rowan University Administrative Policies can be found at: <https://confluence.rowan.edu/display/POLICY/Home>

Acceptable Use Policy

This policy sets forth the acceptable uses regarding the access and use of Rowan University's electronic information and information systems.

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

Alcohol and Other Drugs Policy

The policy states the University's expectations regarding the use of alcohol and other drugs by students, and student organizations. A listing of drug and alcohol treatment centers is available from the campus assistance programs and at the campus libraries.

<https://confluence.rowan.edu/display/POLICY/Alcohol+and+Other+Drugs+policy>

Rowan University Americans with Disabilities Act (ADA)

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

<https://confluence.rowan.edu/pages/viewpage.action?pageId=52297796>

Rowan University Accommodations Policy

The purpose of this policy is to establish reasonable accommodations the University will provide anyone to obtain equal access to educational or occupational programs and activities. Where policies differ from University policies, SOM DO students will be held to the specific policies outlined in this handbook.

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

Anti-Bullying Bill of Rights Act

<https://www.state.nj.us/education/students/safety/behavior/hib/>

Smoke and Tobacco-Free Environment

This policy provides guidelines regarding the prohibition of smoking and the use (and sale) of tobacco or tobacco-like products in university buildings and on university grounds in compliance with New Jersey state law and applicable regulations and in compliance with University policy.

<https://confluence.rowan.edu/display/POLICY/Smoke+and+Tobacco-free+Environment>

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 Vice Dean for

Academic Affairs and Student Services for additional information at 1-856-566-6633.

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 steps listed in the link below: **Rowan-Virtua SOM Complaint Procedure for Non-compliance with Accreditation**

Standards <https://som.rowan.edu/documents/coca-complaints-procedure.pdf>

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 July 2026.

[Colleges of Osteopathic Medicine: COM Continuing Accreditation Standards](#)

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. Rowan University Research Misconduct policy can be found at:

<https://confluence.rowan.edu/display/POLICY/Research+Misconduct>

Patents and Intellectual Property

The purpose of this policy is to outline the reporting of inventions by investigators, prosecution of patent rights by the University, development of commercial applications, distribution of financial benefit and expense within the University, and distribution of a share of net income from inventions to the Inventor(s) in a fair, manageable and productive way. Rowan University's Intellectual Property policy can be found at:

<https://confluence.rowan.edu/display/POLICY/Intellectual+Property>

Preferred Names

The purpose of this policy is to enable members of the campus community including students, faculty and staff to use and be known by a preferred name that affirms, reflects, and/or expresses their gender, culture, and/or

other aspects of their social identity in the classroom and to conduct general business at the university. Rowan University's Preferred Name Policy can be found at:

<https://confluence.rowan.edu/display/POLICY/Preferred+Name+Policy>

Protection of Minors

To provide guidelines for all Rowan University employees, faculty, staff, student employees, contractors, representatives, agents and volunteers of the appropriate protection and supervision of Minors participating in Rowan University-sponsored Programs, or in Programs operated by external entities that are held in or at Rowan University facilities/locations. Rowan University's Protection of Minors Policy can be found at:

<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 their Dean and the University's Office of Academic Affairs and Student Services and can approach any individual within the University in search of solutions. They do 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 & Reporting Sexual Assault or Harassment (Title IX)

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. Rowan University's Sexual Misconduct and Harassment Policy can be found at:

<https://confluence.rowan.edu/display/POLICY/Student+Sexual+Misconduct+and+Harassment+Policy>

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

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 – <https://som.rowan.edu/oursom/campus/stratford/safety.html>
Stratford Police Department, 315 Union Ave., Stratford, NJ 856-783- 8616

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 Rowan University Police at 856-256-4911 or the local police or 911

Public Safety Department

[Public Safety - Rowan University](https://som.rowan.edu/oursom/campus/stratford/safety.html)

Stratford Campus <https://som.rowan.edu/oursom/campus/stratford/safety.html>

Other Resources for Immediate Help:

- State-wide Sexual Assault Toll Free Hotline (800) 601-7200 – or online at <http://www.nicasa.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:

Title IX Coordinator Rowan University

Complaints against Rowan's employees, students, and vendors will be handled under the Employee Sexual Misconduct and Harassment Policy, which incorporates the New Jersey Policy Prohibiting

Discrimination in the Workplace.

Ms. Brandy Bennett at 856-256-5440 bennettb@rowan.edu

Christy Mroz Administrative Assistant at 856-256-5494, mroz@rowan.edu

Title IX Deputy Coordinator for Rowan-Virtua School of Osteopathic Medicine:

Ms. Paula Watkins, Assistant Dean for Admissions

1 Medical Center Drive, Admissions Office Academic Center, 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 Employee Equity (OIE@rowan.edu; 856-256-5494), 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

Additional information:

- 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.

Reporting Harassment, Discrimination and Retaliation (Title VI)

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.

<https://sites.rowan.edu/osec/titles/vi/vi-reporting.html>

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

Rowan-Virtua School of Osteopathic Medicine adheres to the Rowan University Social Media Policy, which can be accessed at: <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 clinical and 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

- Harassment, intimidation, or bullying.

Threats, intimidation and other forms of retaliation against a student who submits a complaint is prohibited. “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 SOM students submit the electronic reporting form in real-time for all alleged mistreatment-related events to ensure proper follow-up and resolution.

A student can report through any of the following methods:

- SOM Online reporting: [Rowan-Virtua SOM Mistreatment Form](#)

Rowan-Virtua SOM encourages full reporting of incidents of inappropriate treatment of students and people involved in them. Full disclosure of the persons involved, and the behaviors witnessed can lead to more effective action to correct the problem.

Upon receiving a report, 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.

- Anonymous online reporting (through Glassboro): [Discrimination/Harassment/Retaliation Reporting form](#)
- SOM Administrative Reporting by office:
 - o 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
 - o Office of Clinical Education – Stratford
 - [Michele Tartaglia, DO](#), Assistant Dean for Clinical Education
 - o Academic Affairs and Accessibility Services
 - [Jackie Giacobbe](#), MS.Ed, MA, Asst Dean for Academic Services and Accreditation

Resolution of Mistreatment Reports

Issues raised here will be resolved via our [General Grievance and Complaint policy](#). The complainant will be informed of the process and the outcome.

Student Responsibilities, Rights and Disciplinary Procedures

Rowan University policy can be found:

<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](#) or at 856-256-5830

Discrimination in the Workplace and Educational Environment

Rowan University is committed to providing every Rowan University employee, prospective Rowan employee, and student with a work and educational environment free from prohibited discrimination or harassment. This policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. [Policy Prohibiting Discrimination in the Workplace and Educational Environment](#)

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, in collaboration with the Vice Dean of Academic Affairs & Student Services, 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)