



ROWAN UNIVERSITY

School of Osteopathic Medicine



STUDENT HANDBOOK

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Suite 210, Academic Center
One Medical Center Drive
Stratford, NJ 08084-1501
856-566-6000
www.rowan.edu/som/education

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

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

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ACADEMIC AFFAIRS

Overview

The mission of Academic Affairs is to promote and facilitate academic excellence and lifelong learning and to guide and nurture students in their journey to becoming Osteopathic physicians.

To complete this mission, the Senior Associate Dean for Academic Affairs is responsible for the oversight of the curriculum and coordination of the comprehensive medical education program, student affairs, admissions, clinical education, the clinical education and assessment center, assessment and the center for teaching and learning.

The Office of Academic Affairs is dedicated to excellence in medical education and the development of student doctors who are lifelong learners, independent thinkers, and culturally competent physicians who demonstrate compassionate patient care. The office is also committed to supporting medical students through the rigorous process of becoming a doctor with programming to teach and promote balance between school and self-care.

The office coordinates years one through four of the curriculum and is responsible for the following services to students and faculty:

- Facilitation of the integrated competency-based curriculum
- Preparation of online class schedules for Years One and Two
- Preparation of clerkship schedules for Years Three and Four
- Coordination of clerkships for visiting students
- Coordination of the Electronic Residency Application Service for students
- Supporting the residency application process by offering student support on the preparation of Curriculum Vitae, Personal Statements, Mock Interviews and the ERAS process
- Coordination of the Curriculum Committee, Pre-Curriculum Committee Meetings, Program Evaluation and Student Assessment Subcommittee, Clerkship Directors' Committee, Clerkship Administrators Committee, and Pre-Clerkship Directors' Meetings
- Scheduling small groups for the Clinical Medicine Modules
- Coordinating course and clerkship evaluations and tracking student completion rates
- Coordinating the PBL facilitator schedule
- Coordinating the PBL exams
- Scheduling, proctoring
- Making room reservations for the Auditorium and Room 279, Room 273 from 8am to 4pm
- Working with Course Directors to develop course syllabi
- Writing a Medical Student Performance Evaluation (MSPE) for every student
- Providing administrative support for the Senior Associate Dean for Academic Affairs, Associate Dean for Assessment, Assistant Dean for Curriculum, Assistant Dean for Clinical Education, and Assistant Dean for Student Affairs

- Providing educational support for students and providing instructional support for faculty through The Center for Teaching and Learning

About Your Medical Education at RowanSOM

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

An integrated competency based curriculum was developed by the faculty and implemented in the fall of 2009. The curriculum is based on the Competencies of the American Osteopathic Association, and organized in six domains, with Osteopathic Philosophy and Practices (OPP) and Osteopathic Manipulative Medicine (OMM) integrated into each domain:

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

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

This curriculum decreases the classroom time for first and second year students. Annual review of the curriculum seeks to eliminate redundancy, utilize online resources where appropriate, and incorporate student-directed learning techniques in the design process. Another important goal in the curriculum is to emphasize musculoskeletal medicine and increase the content in geriatrics, recognizing the school's area of excellence in this area and the aging population of the United States.

RowanSOM, in accordance with AOA regulations, requires each student to submit an evaluation for each course, clinical rotation and faculty. Evaluations are sent to students through the one45 curriculum management system one45 provides an anonymous evaluation system for students. Course directors and administrators cannot see which student wrote which comment. Students are asked to provide honest and constructive comments about their learning experience. The focus should be on suggestions for how the experience can be changed to be better for future students. Evaluations are carefully reviewed by faculty, administration and the curriculum committee to make sure that meaningful improvements are made.

The Registrar's Office maintains an ongoing record of student performance. Evaluations of students are completed online via the one45 Learning Management System.

The Clerkship Directors meet periodically during the academic year with the Assistant Dean for Clinical Education and the Clinical Education Coordinator to review the academic and clinical performance of students. Any student who is identified by the Clerkship Directors as unsatisfactory in academic or clinical performance or whose professional conduct merits concern will be referred to the Committee on Student Affairs for a complete review of his/her record. The Committee will review the student's record and provide the student with an opportunity to respond to the concerns of the Clerkship Directors.

Academic Affairs Policies

Dress Code

1st and 2nd Years

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

Specific Restrictions:

No pajama tops or bottoms.

No sweatpants, gym clothes, or torn clothing.

No short shirts – ones that show an exposed midriff.

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

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

No clothing with offensive or unprofessional images or wording.

No flip-flops.

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

Exceptions:

Gym clothes/Sweatpants are permitted in the fitness facility.

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

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

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

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

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

Clinical Years

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

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

Personal Appearance Guidelines

Hospital ID badges must be visible at all times. White coats are to be worn at all times in the hospital, even if wearing scrubs. Attire, including lab coats, must be clean, pressed and in good condition. Clothing that is torn, even if the tear is part of the design, is not acceptable. Shoes must be clean and functional for work responsibilities. Closed-toe shoes must be worn in patient related areas. Clean clogs are acceptable in the Operating Rooms and Labor and Delivery. Hosiery/socks must be worn with all types of shoes in patient related areas. Hair, including facial hair, must be neatly trimmed. Specific areas/specialties may restrict the length of hair due to infection control and personal/patient safety. Hair longer than shoulder length should be tied back in patient care areas for infection control reasons. Men are expected to wear shirts with collars unless wearing scrubs.

Jewelry may be worn around the neck, wrists, ankles or ears provided it is safe and not excessive. In general, body piercing is not acceptable, but it is recognized that some piercing may have religious/cultural significance and may be tastefully worn. Fingernails must be clean, neat and well-groomed at all times and kept at ¼ inch in length. Freshly applied, non-chipped nail polish in a soft shade is acceptable. Artificial nails are not permitted due to their harboring more bacteria than natural nails.

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

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

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

Email

All official announcements will be emailed to students' Rowan email accounts. This is the primary means of communication between the school and the students. Students are responsible for checking

their University email regularly; at least daily is suggested. Staying current with requested information and deadlines is one of the professional expectations of medical students.

Many students choose to forward their Rowan email to their personal email account. Note that the University IRT does not support this action. Furthermore, while Rowan email is HIPAA compliant, private email carriers are not. Under no circumstances may students transmit any patient information over a private email network, including from the student's Rowan email to another person's private email.

School Closing/ Inclement Weather Notices

The best way to keep informed about campus emergency conditions and situations is to sign up for the Rowan RAVE Alert system. All weather related information and campus closures, delayed openings or early dismissals will be disseminated via the Rowan RAVE Alert system. If you are not already on the Rowan RAVE Alert system, please sign up now via Banner Self Service:

Go to rowan.edu , employee tab, self-service for faculty and staff, access banner services, log in with your User ID (your 9#) and your PIN, personal information, Rowan Alert.

School closing information will also be published on the RowanSOM web page:

<http://www.rowan.edu/emergency/index.cfm>

The radio station RowanSOM school number is 615.

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

Academic Affairs Programs

Career Counseling

The Office of Academic Affairs staff will work together in providing ongoing Career Counseling. All students have the opportunity to use the online resources of Careers in Medicine (CiM) provided by RowanSOM's subscription with the AAMC. Career planning sessions are held throughout the four years, meeting the needs of students at their stage of training. Starting in third year, more targeted sessions are delivered to allow students to plan for specific residency applications. In January of the third year an orientation is delivered to prepare students for fourth-year requirements. A one-on-one career counseling session is provided to every student in the spring of their third year to identify and discuss students' specific career plans. Rank order list workshops are held in January and February of the 4th year to provide one-on-one guidance to students prior to them submitting their rank-order list. A dedicated counselor for Career Counselor was identified in 2015 offering specialized oversight and counseling for all 4th year students.

Computer Laptop Program

The School of Osteopathic Medicine provides each student with a high quality business class laptop that is configured to access the school's wireless environment and is pre-loaded with the necessary curriculum and production-based applications to meet all course requirements. Students will receive their laptops during orientation and should bring a carrying case for their device on that day. This laptop is designed to deliver optimum computing power over the next four years and includes a three-year on-site next business day warranty and a three-year accidental damage warranty.

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

No systems are permitted on the Rowan University network until they have passed a compliance check.

The program's goal is to provide a dedicated laptop throughout our students' medical education and give our students optimal tools to assist with learning, test taking and research.

Curricular Options and Summary

Problem-Based Learning (PBL) at RowanSOM

The Problem-Based Learning Curriculum (PBLC) is a curricular track available to 32 students annually. The PBLC was established to meet the needs of those applicants who find problem-based learning an attractive option. It is a two-year program, and with the start of the clerkships in the third year, PBLC students join the rest of their classmates.

What is Problem-Based Learning?

Problem-based learning is learning that results from the process of working toward the understanding and resolution of a problem through clinical cases. When students do not understand elements within a case, they are considered "problems" and serve as the stimulus for acquiring the basic science knowledge needed to understand underlying mechanisms and they also serve as the focus for the development of clinical reasoning skills. Self-directed learning is motivated by a need to resolve the

patient problems. Many patient cases are encountered in real and simulated clinical settings, providing valuable, early clinical experience.

The PBL Group Process

Students in the PBLC meet in a small group of seven to eight with a trained faculty facilitator. Patient cases, presented in a carefully designed format, serve as stimuli for learning. Students also encounter standardized patients, persons trained to simulate an actual patient problem, who aid in the acquisition and development of clinical and interpersonal skills. Patient problems in all formats include the element of free inquiry. Thus, students approach the patient problems just as a physician does. They can ask any question, perform any item of physical examination, or order any diagnostic or laboratory procedure, as in the real clinical situation.

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

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

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

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

Curriculum Organization

The two years of the PBLC are organized into nine primarily organ-based units; five units. They proceed in the following order:

Year One

- Respiratory
- Cardiovascular/Renal
- Sensorimotor Systems and Behavior
- Gastrointestinal and nutrition
- Endocrine/Reproduction

The disciplines of Anatomy, Physiology, Biochemistry, Behavioral & Social Sciences, Humanities, and Clinical Medicine are emphasized during the first year. The patient problems encountered in these units provide a broad overview of medicine. On the second year, the organ systems are revisited as follows, with a higher level of clinical integration:

Year Two

- Hematology/Immunology
- Cardiovascular/Renal/Respiratory
- Gastrointestinal/Endocrine/Reproduction
- Nervous System/Musculoskeletal Systems/Psychiatry

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

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

Traditional Curriculum at RowanSOM

RowanSOM's current curriculum was newly implemented in fall 2009. Students study the normal body function in first year, then disease processes, diagnosis and treatment in the second year. Each year is structured by organ systems, with each course teaching the relevant content within that system of the body. Faculty have worked hard to reduce the number of basic lectures, have integrated the use of more technology-assisted learning such as audience response system, more self-directed learning activities, team-based learning, and small-group learning instead of lectures. There is extensive use of the standardized patient laboratory for learning clinical skills. Osteopathic Manipulative Medicine is taught throughout the first and second years. A schematic of the first two years curriculum can be found below.

RowanSOM is one of the few medical schools in the country to include Geriatrics as a required course, and is actually found in both second and third years. The presence of a nationally ranked center of excellence in the New Jersey Institute for Successful Aging (NJISA) allows for this progressive education.

Curriculum Summary

<u>Year</u>	<u>Course</u>	<u>Hours</u>
1	Biochemistry/Human Genetics	105
1	Human Gross Anatomy	157
1	Histology	78
1	Medical Physiology	93
1	Microbiology/Immunology	77
1	Neuroscience	39
1	On Doctoring I	54
1	Osteopathic Manipulative Medicine I	125
1	Total Weeks of Instruction	39
2	Clinical Medicine	216
2	Clinical Psychiatry	23
2	Death and Dying	11
2	Geriatric Medicine	45
2	On Doctoring II	136
2	Osteopathic Manipulative Medicine II	100
2	Pain Seminar	10
2	Pathology	62
2	Pediatric Medicine	30
2	Pharmacology	53
2	Women's Health	43
2	Total Weeks of Instruction	38

Course or Clerkship	Third Year (Weeks)	Fourth Year Weeks)
Cardiology or Pulmonology.....	4	
Community Service Learning	2	
Family Medicine	8	
General Internal Medicine	6	
Geriatrics	4	
Neuromuscular Medicine and Pain Management.....	2	
Obstetrics and Gynecology	4	
Osteopathic Manipulative Medicine.....	2	
Psychiatry	4	
Pediatrics	4	
Surgery/Anesthesiology	6	
Elective.....	2	
Total Weeks of Instruction.....	48	
Cardiology, Pulmonology and/or Intensive Care	4	
Emergency Medicine.....	4	
Subspecialty	4	
Electives	18	
Medical Humanities	Throughout Year Four	
Total Weeks of Instruction.....	30	

Year One

The first semester of Year One is heavily involved in the basic sciences critical to success as a physician. The semester begins with a block of the fundamentals of basic science, which includes principles of mammalian physiology, biochemistry, genetics, tissue types, and an introduction to microbiology and immunology. The fundamentals block is designed to have a foundational understanding of the basic sciences that will enable students to move on to the integrated organ systems structure of the remaining curriculum. The next weeks are dedicated to cardiovascular science including physiology, histology, biochemistry, anatomy, microbiology and genetics.

The spring semester of Year One begins with a renal/respiratory unit, then a three-week block of gastrointestinal science followed by a three-week block of endocrine/reproductive science. Each of these blocks includes separate courses in physiology, histology, anatomy and microbiology. The semester concludes with a large block of neuroscience and musculoskeletal. This exciting module integrates both the basic science and clinical medicine into one unit, and includes neuroscience, microbiology, genetics and pathology.

Throughout Year One are OMM, and on Doctoring I, the latter focuses on the skills necessary to interaction with patients.

Year Two

The second year curriculum is organized through systems-based modules. These modules integrate clinical medicine, pharmacology, pathology, OMM, and On Doctoring II. The semester begins with the fundamentals module that introduces the basic tenets of pharmacology and pathology. Clinical medicine starts in the next module with prevention, which not only reviews health and promotion prevention but also nutrition and many of the learning objectives of the practice learning-based competency including biostatistics and epidemiology. Prevention is followed by neurology/musculoskeletal, endocrinology, cardiology, pulmonology, and nephrology/urology modules. Professionalism, ethics and medical issues are integrated through all case-based learning sessions and standardized patient encounters. Psychiatry remains a course throughout both semesters of Year Two: in the fall it is a stand-alone intersession, and in the spring it is integrated with modules/courses. The Year Two spring semester begins with three weeks of gastroenterology and hematology/oncology, one week of pain management, and issues surrounding death and dying, followed by three weeks each of women's health, geriatrics and pediatrics modules. The semester concludes with a formal preparatory time for COMLEX - Level I examination.

Integration of Basic Science, Clinical Medicine and OMM

The curriculum strives to integrate basic science and clinical medicine. Much of this occurs in small group physiology sessions, clinical teaching in biochemistry and genetics, and case-based learning in the histology course. Anatomy instruction is fully organized around clinical issues and radiological imaging. Neuroscience is a fully integrated module with neurology.

The Year Two curriculum integrates clinical medicine, pathology, pharmacology, physical diagnosis, and infectious diseases within the modules. The practice-based learning objectives and the practice-based learning competency, personal communication, and systems-based practice are integrated throughout the year.

Instruction in OMM continues throughout every year of the medical school curriculum. The new 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.

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

Year Three

Years three and four focus more on clinical education and are the same for both Tradition and PBL curriculum tracks. The basic principles of medical practice are taught in a combination of classroom, ambulatory, and hospital settings. Clinical Osteopathic Manipulative Medicine is integrated throughout core third-year rotations. Because a large percentage of our faculty are D.O.s, the students have the opportunity to get reinforcement of their OPP/OMM skills in many rotations. In all clerkships, third and fourth-year students learn patient care, develop clinical technical skills and serve as members of a medical team. Students spend time with clinical faculty in the Kennedy University Hospital system located in Stratford, Cherry Hill, and Washington Township; Our Lady of Lourdes Medical Center in Camden; Inspira Health Network in Vineland, NJ; CarePoint Health in Jersey City and Bayonne; Atlantic Health System in Morristown and Summit, NJ; Meridian Health in Brick and Manahawkin, NJ; AtlantiCare in Atlantic City, NJ; CentraState in Freehold, NJ and other instructional sites in the region.

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

Year Four

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

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

First-Year Program

Overview

The academic year begins with the implementation of the integrated, competency based first year curriculum. Multiple disciplines are taught in an integrated format with greater coordination of system content among basic science courses. The first three modules consist of core basic science fundamentals. The subsequent system modules will build upon these principles and will provide a deeper understanding of the underlying mechanisms necessary for responsible clinical care.

Semester one begins with Fundamentals of Basic Science modules followed by the Cardiovascular module. Semester two begins with the Renal/Respiratory and then the GI and Reproductive/Endocrine modules followed by integrated Neuroscience/Neurology. The traditional courses will run throughout the school year delivering information in a systems based approach, although each course will be graded independently.

The Course Director retains responsibility for content and delivery of material. Module directors will organize, administer, proctor and grade exams. The exact nature of exams (length of time, inclusion of lab practicals, etc.) may vary according to the content of each module and will be established prior to the exam date by the module director and Course Directors involved. Course, syllabi, and examination preparation and grade reporting, posting of grades, determination of advanced standing, exam question review and challenges will still be handled by individual Course Directors. Each module will also have a coordinator who is responsible for scheduling oversight and the coordination of interdisciplinary examinations.

All students will be required to complete online HIPAA training before being permitted to begin their clinical training (including Year One preceptorships).

Evaluation

Students are evaluated on the basis of written examinations, laboratory exercises, performance in the standardized patient laboratory, practical skills tests, and participation in small group discussions. Evaluation methods vary depending upon course goals, objectives and content and are described in the course syllabus. Each semester, students complete a mandatory evaluation of courses.

Grading

It is the responsibility of each Course Director to describe in detail the performance criteria to meet each of RowanSOM's grading categories of Honors, High Pass, Pass and Fail. This information, along with the method used to calculate the course grades, is provided in the course syllabus distributed at the beginning of the course. Courses that use multiple exams describe the "weight" of each exam toward the final grade and courses that incorporate multiple evaluation measures (i.e. exams, practicals, labs, etc.) describe the "weight" of each measure toward the final grade.

First-Year Class Schedule and Exam Schedule

The first-year class and exam schedules can be accessed online at:

<https://rowansom.one45.com/cal/>

First-Year Course Descriptions

MBIO 6030M

BIOCHEMISTRY/ HUMAN GENETICS

Kai Mon Lee, Ph.D.

Michael McCormack, Ph.D.

Course Co-Directors

This course was revised in 2014 and integrates two well-established courses of biochemistry and genetics. The goal is to provide students with a broad and thorough understanding of the scientific basics of the life processes at the molecular level and to orient them towards the applications of the knowledge acquired in solving clinical problems. It will provide students with the biochemical knowledge necessary for their future development in their medical profession. At the end of the course, students will be able to: Describe the principal classes of biological macromolecules, identify their components and explain their functions; describe the major human biosynthetic pathways, the steps involved in these pathways and the regulation of key enzymes; outline the metabolic roles of the major tissues and organs of the body and how they interact with one another and the influence of extrinsic factors in maintaining the body's homeostasis; apply biochemical principles to the understanding of metabolic diseases; demonstrate an understanding of the role of basic science in guiding diagnosis, management, therapeutics and disease prevention; demonstrate the ability to contextually organize and synthesize relevant information to address an issue or problem.

The Genetics component of the course involves the study of inherited human traits and diseases. The course reviews the impact of alterations of human chromosome structures and its impact on chromosome function and the human phenotype. There is extensive review of the genetic mechanisms involved in inborn errors of metabolism as well as effects of gene mutations on the molecular basis of human genetic diseases including cardiovascular disease, neuromuscular diseases, cancer and neuropsychiatric diseases. The applications of knowledge, techniques and research discoveries to clinical medicine are stressed in topics such as antenatal diagnosis, newborn screening and heterozygote screening and genetic counseling, gene therapy and genetic epidemiology. Clinical specialists representing the disciplines of oncology, gastroenterology, cardiology, geriatrics, neurology and psychiatry will make presentations in this course. Ethical, legal and social implications of advances in topics will be presented in lecture format and in the context of numerous clinical correlations which are included. Additional course information will be presented either in the course, handouts or textbook.

The course consists of lectures, patient presentations and independent case studies. Students are assessed by examinations. All relevant course materials and information are available online. Included on the website is the course syllabus, schedule of course activities and lecture topics, reading assignments, handouts and self-paced and self-guided multimedia tutorials.

CBIO 6019M**HUMAN GROSS ANATOMY**

James White, Ph.D.

Rocco Carsia, Ph.D.

Course Co-Directors

Human Gross Anatomy takes a regional approach. This approach offers the advantage of understanding how different systems are organized in the major regions of the human body. Furthermore, the course is organized to complement the other medical and basic science disciplines within a larger curricular module.

Students will begin to use anatomical terminology and the language of medicine in communication with their peers and faculty. Common clinical cases will serve as the basis for discussion of the region being studied.

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

MBIO 6140M**HISTOLOGY**

Jennifer Fischer, Ph.D.

Course Director

The SOM histology course presents the detailed microscopic anatomy of the healthy human body as well as the structural basis for its physiologic functions. Structural knowledge provides the foundation for understanding disease mechanisms and pathology. Students are expected to identify various cells, tissues and organs in light and electron micrographs. Upon successful completion of the course students will be able to identify and describe the microanatomy of human organs as well as the individual functions of its component cells and tissues. This information is then applied to recognize how structure and function contribute to clinical processes.

CBIO 6320M
MEDICAL PHYSIOLOGY

Deborah Podolin, Ph.D.
Course Director

The ultimate objective of this course is to understand the mechanisms that operate in mammals at all levels, ranging from the sub-cellular to the whole animal. Specifically, two major principles will recur throughout our study of mammalian physiology. First, function is based on structure. Our understanding of how a muscle contracts, for example, rests largely on an understanding of the molecular basis of the contractile machinery. The second major principle emphasized in this course involves the ability of mammals to regulate their internal environment within narrow limits. “Constancy of the internal milieu” as the great pioneer of modern physiology Claude Bernard phrased it, enables animals to survive in potentially stressful environments. When body systems are no longer able to maintain an optimal internal environment, pathophysiological states result.

Understanding physiology is imperative for medical practice. Only with a solid understanding of function and dysfunction of the body is it possible to develop effective and scientifically sound treatments for human maladies. The physician who understands physiology is better equipped to make intelligent and insightful diagnoses and decisions, and less likely to commence on a course of treatment that is disruptive to the body’s physiological balance. Without an understanding of physiological principles, a physician dispensing medicine will be relying entirely on the advertising of pharmaceutical companies. With this in mind, our two major goals in this course are 1) to help you learn the fundamental mechanisms of human physiology needed to study and practice medicine, and 2) to stimulate a lifelong interest in physiology and pathophysiology.

MBIO 6209M
MICROBIOLOGY/ IMMUNOLOGY

Susan Muller-Weeks, Ph.D.
Course Director

This course introduces students to basic concepts of immunology, microbiology and infectious disease. It begins with a focus on the immune system and its involvement in health and disease. Upon completion of this unit, students will be able to:

- Compare and contrast the humoral and cell mediated immune responses. Identify the specific cell types associated with each response and explain their functions.
- Explain how different immune reactions are generated in response to different stimuli.
- Describe how a defective or unwanted immune response manifests as a pathological condition.
- Explain the underlying principles of vaccination and differentiate between the various approaches.

The Microbiology unit provides an overview of the basic biology of microbial pathogens and the mechanisms by which microbes cause disease. It also introduces clinical presentation, diagnosis and prevention of infectious diseases. Upon completion of this unit, students will be able to:

- Discuss the structural, metabolic and genetic properties of disease-causing microbes.
- Explain how microbes cause disease including the roles of specific proteins and/or toxins.
- Describe clinical aspects of microbial infection including disease presentation, diagnosis and prevention.

- Discuss the types and mechanisms of action of antimicrobial agents including methods for developing/acquiring resistance to them.
- Evaluate clinical case-based problems/scenarios relating to infectious disease.

Educational methods include traditional lecture, audience response, case studies, self-assessments and flipped classroom sessions.

CBIO 6240M NEUROSCIENCE

James White, Ph.D.
Course Director

The Neuroscience course integrates basic neuroscience providing students with a global learning opportunity in this discipline. In addition to lectures, self-directed problem-based learning will be utilized, along with small group case presentations.

The goal of the Neuroscience course is to provide a basis for understanding the structure, function and clinical features of the human central nervous system in terms of its cells and their connections.

In the first part of the course students will study the major divisions, nuclei, and pathways of the human central and peripheral nervous systems and their functional roles. In the second part of the course, students will integrate this material with neurology and neuropathology. The course also includes the back, and head and neck parts of Clinically Integrated Human Anatomy, along with the Microbiology of CNS infections and Histology of the eye, ear and glands.

FMED 6260M ON DOCTORING I

Samantha Plasner, D.O.
Meagan Vermuelen, M.D.
J. Niel Rosen, J.D., Ph.D.
Course Co-Directors

On Doctoring I is a patient care/clinical preceptorship course for first year medical students under the direction of the Department of Family Medicine. The course provides an opportunity for students to observe and experience the practice clinical skills in an ambulatory/non-hospital setting early in the medical school curriculum. It aims to introduce medical students to the role of the physician in the delivery of patient-centered medical care through didactic instruction, practice encounters with Standardized Patients, a clinical preceptorship and a community learning experience. Lecture topics are pertinent to history taking and documentation, and physical examination skills focus on the abdominal examination, central nervous examination, normal cardiopulmonary examination and vital signs. Lectures and discussion about professionalism, serve as an initial step in the student's development of a professional identity as a health care provider. This is a year-long course with the grade being given at the end of the spring semester.

OCSI 6270M**OSTEOPATHIC MANIPULATIVE MEDICINE I**

James Bailey, D.O.

Course Director

The OMM course is integrated into the first year to take full advantage of the case-based, student adult learner model. The student must be an active participant in this hands-on course. Learning will occur in a combination of lectures and directed lab sessions. Reading for lectures and labs prior to their delivery by the OMM faculty is a necessity. There are fewer lecture hours and more lab hours to maximize the individualized instruction of this manual treatment and the philosophy behind its application. The lab sessions will be directed by OMM faculty and a low student to faculty ratio will be maintained through collaboration with the NMM/OMM and Family Medicine Residencies. This is a year-long course with the grade being given at the end of the spring semester.

SUMMER RESEARCH PROGRAM

Students from the Rowan University School of Osteopathic Medicine and students from other units of the University participate in a wide variety of research projects with faculty members in basic science laboratories and clinical settings.

For information about the Summer Research program, contact:

Rowan University Graduate School of Biomedical Sciences
Summer Undergraduate Research Experience
42 East Laurel Road, Suite 2200
PO Box 1011
Stratford, NJ 08084
856-566-6282

Second-Year Program

Overview

The second-year curriculum places great emphasis on wellness and disease prevention and prepares students to be patient-oriented and keenly aware of their future responsibilities as osteopathic primary care physicians. A multidisciplinary teaching approach integrating basic sciences and clinical sciences is the focal point of this curriculum.

The second-year Clinical Medicine course incorporates and integrates the views of several teacher-specialists into each subject area. For example, the content of Pathology and Pharmacology are presented concurrently to complement the information in Clinical Medicine. Also, health promotion and disease prevention is taught simultaneously with these courses to provide the clinical correlates in preventive medicine and public health. Courses in the behavioral sciences, Interpersonal Communications, and Introduction to Clinical Psychiatry, expand the students' understanding of the truly holistic model of health care in physical diagnosis provides instruction in the art of physical diagnosis, the structural exam, and the more complex osteopathic treatment techniques.

The second-year curriculum uses the multifaceted teaching methods that began in the first year and function as key aspects of the process of educating primary care physicians. The curriculum includes traditional lectures small group sessions where students give presentations and participate in discussions that focus on analysis of clinical case problems, opportunities to develop unique programs on public health topics, time to design and implement group projects that involve community-based patient education or prevention activities, learning via online instruction and standardized patient laboratory experiences. Students begin their clinical training in history taking and physical examination skills through supervised contact with patients.

Evaluation

Student performance is evaluated with written examinations and other measures such as take-home assignments, projects, and practical and/or oral exams. The instruments used to evaluate students, remedial procedures, and the method used to calculate the final grades for each course are described in the course syllabi. Students also evaluate faculty and courses.

Second-Year Class Schedule and Exam Schedule

The second year class schedule and exam schedule can be accessed at:

<https://rowansom.one45.com/cal/>

Second-Year Course Descriptions

MED 7200M

CLINICAL MEDICINE

Magdala Chery, D.O.

Course Director

Clinical Medicine is a multidisciplinary course designed to introduce the student to the pathophysiology of illness. To this end, a strong didactic program, including lectures from expert faculty in each of the subsections of medical and surgical areas, is given through the year. This material is presented in a modular format designed to provide basic concepts both in pathophysiology and diagnosis of disease processes. Emphasis is placed on acquiring the clinical knowledge and diagnostic problem-solving skills required by the primary care physician. There is a focus on learning to synthesize clinical information with pathological and pharmacological information and apply these concepts to the diagnosis and treatment of the major disease processes through didactics and case-based learning.

Students demonstrate their ability to communicate the pathophysiology of common medical problems; discuss the differential diagnosis of common medical problems; associate the contribution of knowledge in pathology and pharmacology to an understanding in treatment of common medical problems; research, analyze, and present clinical information; practice basic diagnostic problem-solving skills; and evolve a rational approach to the management of common medical problems.

The Clinical Medicine modular sequence includes Prevention, NeuroMusculoskeletal Medicine, Cardiology, Pulmonary, Endocrinology, Nephrology, Gastroenterology, Hematology/ Oncology. This is a year-long course with the grade being given at the end of the spring semester.

PSYC 7340M

CLINICAL PSYCHIATRY

Rachel Shmuts, D.O.

Course Director

The Clinical Psychiatry course is designed to introduce the basic knowledge required by physicians for the examination of the psychiatric patient. The experience will teach the student the criteria for psychiatric disorders and appropriate treatments for those illnesses. This is a two week long course spanning the Thanksgiving holiday and the fall semester.

OST 741AM**DEATH AND DYING SEMINAR**

Paul Bryman, D.O.

Course Director

This course is designed to provide medical students with fundamental knowledge about the dying process and to introduce them to the clinical challenges and ethical dilemmas common in end of life decision making. The course includes presentations on the physiological changes and psychological stages experienced during the dying process. Strategies to effectively communicate bad news to patients and families are presented through the use of video vignettes and demonstration of practical techniques. Small group panel discussions are also offered to provide students an opportunity to share their thoughts and gain insight into the ethical dilemmas, clinical challenges and cultural and spiritual beliefs often confronted when caring for patients at the end of life. Students also gain an appreciation for the diverse needs of the dying through direct interaction with a patient 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 instilled during this seminar.

GERI 7121M**GERIATRIC MEDICINE**

Kevin Overbeck, D.O.

Course Director

Geriatric Medicine is a specialty that has emerged in the medical profession as a result of changing U.S. demographics and the need for skilled practitioners to care for our aging population. Osteopathic physicians, with their special commitment to primary care and their holistic approach to a patient's health in a unique position to respond to the health care needs of the older adult. The physicians of today (and many decades to come) need to be well-grounded in the principles of geriatric medicine.

The aging process is explored from the physiological, clinical, and psychological viewpoints with a particular emphasis on optimizing health and function successfully in the elderly through application of geriatric principles. Common geriatric syndromes such as poly-pharmacy, falls, pressure ulcers, urinary incontinence, delirium, dementia, depression and iatrogenesis are likewise presented.

Didactic lecture infused with authentic case studies and vignettes are offered by an interdisciplinary faculty and features experts in geriatric medicine, geriatric psychiatry, and neurology. The learners are immersed into an interactive educational environment utilizing simulated patient assessments, team-based learning sessions, and audience response technology to self-evaluate their progress toward acquisition of knowledge and clinical skills.

FMED 7260M
ON DOCTORING II

Rebecca Moore, D.O.
Aubrey Olson, D.O.
J. Niel Rosen, J.D., Ph.D.
Course Co-Directors

On Doctoring II in the second year curriculum, a continuation of clinical skills from On Doctoring I in the first year, will teach students the basics of the “Art of Medicine.” The “Art of Medicine” is a concept that is a well-known and respected aspect of clinical medicine. This course aims to provide a foundation for students to learn how to perform a thorough and effective examination, treat patients with respect, professionalism, ethics, and good bedside manner, and to learn important aspects of effective communication and interview skills and be able to apply this knowledge to all patient encounters. This will be done via lectures, panel discussions, standardized patient labs, didactic and small group hands on learning sessions, improvisation, debate, reflection papers, and preceptorship. This is a year-long course with the grade being given at the end of the spring semester.

OSCI 7272M
OSTEOPATHIC MANIPULATIVE MEDICINE II

Knic Rabara, D.O.
Course Director

Osteopathic Medicine Clinical Skills focuses on the clinical application of the fundamental physiology, general anatomy and osteopathic manipulative medicine involved in the practice of Osteopathic Practices and Principles. It complements and parallels the clinical medicine, pathology and pharmacology courses. In the second year course of OMM, osteopathic students will learn how to begin to integrate the basic techniques learned in the first year, into the care of patients in a primary care practice, particularly in an outpatient setting. Upon completion of the second year OMM course, the student should be able to appropriately include somatic dysfunction into any differential diagnosis for primary care, treat both the axial and appendicular skeletal system as well as, discuss indications and contraindications for the use of osteopathic manipulative treatment (OMT). This is a year-long course with the grade being given at the end of the spring semester.

OST 7421M
PAIN SEMINAR

Richard Jermyn, D.O.
Course Director

This seminar exposes students to types of pain (acute, chronic, and terminal), impact of pain on well-being, the subjective meaning of pain, and multiple ways of assessing and treating it. Lecture and interactive formats are used to help students understand the physical and emotional attributes of pain.

The seminar is designed to provide students with information that a primary care physician uses in caring for patients suffering from different types of pain. It prepares students to recognize the various

types of pain, collect the information necessary to make correct assessments, and manage the care of the patient and the family.

PATH 7290M

PATHOLOGY

Vincent DeRisio, D.O.

Course Director

Pathology serves as the bridge between basic science disciplines and the clinical courses studied in the third and fourth years. Issues of molecular and cell biology become more explicable when correlated with the gross and microscopic changes observed in diseased tissues. In modern practice, gross pathology is often represented by the contrasting densities observed on various imaging (X-ray, CAT scan, nuclear scan, etc.) studies. Consequently, we correlate gross and microscopic pathology with their radiographic reflections. Indirect evidence of pathologic physiology also can be obtained from analyzing abnormalities of clinical laboratory studies (serum electrolytes, serum aldosterone, etc.). During the study of each disease, the expected clinical laboratory abnormalities are examined.

During this course, the basis of tissue abnormalities and predictions of the various signs and symptoms which result from those diseases, are studied. During the remaining portion of undergraduate and postgraduate clinical education, students are required to think in reverse; i.e., they attempt to predict the tissue lesion that would best explain a patient's signs and symptoms.

The first five weeks are devoted to generic issues such as cell injury, inflammation, immunopathology and a general overview of oncologic pathology. The remaining content of the course is synchronized with the information of the "module" being presented in Clinical Medicine.

This is a year-long course with the grade being given at the end of the spring semester.

PEDS 7301M

PEDIATRIC MEDICINE

Jacqueline Kaari, D.O.

Course Director

Osteopathic physicians, with their special commitment to primary care and their holistic approach to patient care, are in a unique position to respond to the health care needs of children. The primary care and specialty physician needs to be well-rounded in the principles and practice of pediatric medicine. The goal of this course is to familiarize the student with the basic concepts of the principles and practice of pediatric medicine and to introduce students to the unique problems of infants and children. This course is designed to serve as a foundation for continued acquisition of knowledge of pediatrics in the forthcoming clinical rotations. The course emphasizes the unique problems and comprehensive assessment of newborns, toddlers, school age children and adolescents. Students learn and use the tools and skills necessary to assess the pediatric patient. 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.

CBIO 7310M
PHARMACOLOGY

Bernd Spur, Ph.D.
Kingsley Yin, Ph.D.
Course Co-Directors

Pharmacology is designed to encompass the rational use of drugs in the prevention, diagnosis, and treatment of human diseases and also deals with environmental agents which may be toxic or carcinogenic. The growing problem of drug abuse also necessitates some consideration of this sociological problem within the discipline of pharmacology.

The basic pharmacological principles provided in this course will draw upon those concepts introduced in Physiology, Biochemistry, Microbiology and Genetics. The emphasis of the course is on mechanisms of drug action, pharmacodynamics, pharmacokinetics, and therapeutic indications, including specific disease states, adverse effects, contraindications and drug interactions.

The overall mission of the course is to produce practicing physicians who understand the basic principles of pharmacology and are able to apply them in a clinical setting. This is a year-long course with the grade being given at the end of the spring semester.

OBG 7252M
WOMEN'S HEALTH

Ronald Ayres, D.O.
Course Director

Women's Health is a course is based on the curriculum set in the Association of Professors of Gynecology and Obstetrics (APGO) Educational Objectives for Medical Students. The course is designed to provide medical students with the foundation of knowledge required to provide care to the female population. By the end of the course, the student should be well versed in the primary care needs of women through the teenage, reproductive, and menopausal years.

Women's Health topics, such as abnormal uterine bleeding and menstrual abnormalities, cervical cancer screening, contraceptive management, obstetrical care, will be explored in detail. In addition, students will be introduced to the subspecialties of Gynecologic Oncology, Reproductive Endocrinology, Maternal/Fetal medicine and Urogynecology.

The course objectives will be achieved through a combination of didactic lectures with audience response technology, student directed learning via case studies in small group settings, and assigned readings. At the conclusion of the course, the student should be prepared to participate fully in the third year Obstetrics and Gynecology Clerkship.

Other Requirements

Fundamentals of Medicine I

The goal of this requirement is to provide a comprehensive review of the basic sciences and clinical medicine in order to maximize the value of students' hours of test preparation for medical licensing examinations. Students will be exposed to reviews sessions by RowanSOM faculty members, review sessions by professional medical test preparation personnel, tutoring opportunities, intensive practice sessions, mock practice exams, problem sets, knowledge base expansion and strategy application for test taking. This is a comprehensive review that that requires full student participation.

Clinical Curriculum

Years Three and Four are identical for both the PBLC and the Traditional Curricular students.

Third-Year Program

Instructional Goals

The third year of instruction at Rowan University School of Osteopathic Medicine inducts the student in to 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.

Third-and Fourth-Year Policies

Charting Responsibilities

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

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

General Duties on Clinical Rotations

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

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

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

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

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

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

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

History and Physical Examinations (H&P's)

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

On-call Responsibilities

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

Students on call are under the direct supervision of the intern on duty for the service to which the student is assigned. Students may also be provided with the opportunity to work with an attending physician or one of the residents on duty. The supervising intern must, except in emergency situations, be notified of the student's activities. On-call responsibilities are designated by the various clinical departments as a component of each clinical rotation. The on-call schedule is prepared by the Clerkship Director, his/her designee, or Academic Affairs. The schedule will be available online prior to the first day of the rotation.

Students are responsible for reporting to the Intern or Resident on call in the hospital promptly at the time designated on their call schedule.

Any student who has an emergency and cannot report for his/her on-call assignment must contact the Intern or Resident on duty, the Clerkship Director and the Office of Academic Affairs.

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

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

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

Hub Lottery

Our clinical training ("hub") sites are located across New Jersey; this sometimes requires students to relocate to a community closer to the hospital site where they wish to train. The process of choosing hub sites is done through a lottery system. In December of the second year, students participate in the

hub site lottery through our curriculum management program, One45, which allows them to rank their personal preference of the participating hospital system at which they wish to be assigned. The system randomly selects and assigns students to a hub site based on their rank order. The hub site develops each individual student's clerkship schedule based on their number of preceptors and the maximum number of rotations they can provide.

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

Third-Year Course Descriptions

FMED 8101M

COMMUNITY SERVICE LEARNING

Xitlalichomiha O'Dell, D.O.

Course Director

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

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

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

FMED 8102M

FAMILY MEDICINE

Jennifer Caudle, D.O.

Philip Collins, D.O.

Clerkship Co-Directors

For one day of the Family Medicine Clerkship, students will participate in "Principles and Practice of Interdisciplinary Health Care Delivery." This course prepares graduate level health professions students and other practitioners to work in concert with each other and the community to address the complex needs of diverse and changing populations. Course participants explore both traditional methods and new strategies for the delivery of health care based on an interdisciplinary model of practice. Participants will develop basic skills in personality awareness, team development, team collaboration, communication, leadership, cultural competence, professionalism, decision-making preferences, problem solving, negotiation and conflict resolution. Participants will deliberate ethical and legal issues in the context of team based practice.

Graduate level students and licensed practitioners of all health and related professional disciplines (Medicine, Dentistry, Nursing, Physical/Occupational Therapists, Social Work, Allied Health, Pharmacy, Public Health and Health Administration Educators, Clergy) are eligible to participate in this course.

For two weeks of the Family Medicine Clerkship, students will participate in a community service rotation in a medically underserved community.

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

MED 8202M

GENERAL INTERNAL MEDICINE

Elizabeth Helfer, M.D.

Clerkship Director

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

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

MED 8122M

GERIATRICS

Zinnat Chowdhury, M.D.

Christian White, D.O.

Clerkship Co-Directors

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

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

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

OST 8420M

NEUROMUSCULAR MEDICINE AND PAIN MANAGEMENT

Richard Jermyn, D.O.

Clerkship Director

During this 2-week rotation, students continue to build on their medical knowledge and skills, with particular focus on critical area of chronic pain.

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

OBG 8252M

OBSTETRICS AND GYNECOLOGY

Ronald Ayers, D.O.

Clerkship Director

Obstetrics and Gynecology provides instruction in the physiology, health maintenance, and common problems encountered by women. The curriculum stresses 7310 (not reproduction) with a special emphasis on ambulatory care. Special attention is devoted to the recognition and management of the common problems typically seen by primary care physicians. Students perform breast and pelvic examinations in out-patient and in-patient facilities. Students have the opportunity to be present in the operating room and to assist in major and minor gynecological surgical procedures. They participate in vaginal and cesarean births.

Every student will be assigned to both hospital and ambulatory sites. Students attend all departmental educational activities. The student is graded using a number of tools, including, but not limited to, clinical evaluation forms and written examinations. A final grade is determined by the Clerkship Director. An OSCE must be completed by the student at an assigned date at the end of the rotation.

OSCI 8270M

OSTEOPATHIC MANIPULATIVE MEDICINE III

Danielle Cooley, D.O.

Clerkship Director

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

PEDS 8302M

PEDIATRICS

Tanya Kadrmas-Iannuzzi, D.O.
Clerkship Director

Pediatrics is a four-week, third-year rotation in the hospital and outpatient settings and is designed to provide students with an understanding of primary pediatric care, to expand students' fund of pediatrics knowledge and to allow each student to competently apply that knowledge within the clinical setting. Students rotate at a hospital and in ambulatory pediatrics (various sites). Core lectures are presented by faculty and there are service lecture rounds, specialty conferences, and library activities that reinforce the core lectures. The student is graded on both clinical and didactic knowledge based on a written test, case presentation and evaluations by attending physicians.

PSYC 8342M

PSYCHIATRY

Lex Denysenko, M.D.
Clerkship Director

Psychiatry provides instruction in various aspects of psychiatry that are useful for both general practitioners and specialists. Instruction takes place at several locations, where students have opportunities to participate in psychiatric care in its various forms and observe different treatment methods. The rotation is four weeks in length. Treatment facilities include Kennedy University Hospital, Cherry Hill, the RowanSOM outpatient facilities, Our Lady of Lourdes Medical Center, Camden County Health Services Center (Lakeland), Ancora Psychiatric Hospital, Morristown Hospital, Overlook Hospital and Care Point Christ Hospital.

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

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

SURG 8382M

SURGERY / ANESTHESIOLOGY

Adeshola Fakulujo, M.D.

Clerkship Director

Surgery in the third year reflects commitment to produce qualified, competent, and well-rounded physicians. The rotation is not designed to produce a surgeon but to instill in the student physician an awareness of surgical methods and an ability to recognize when there is a need for surgical care. The clinical rotation in surgery enables the student to recognize surgical disease and to be prepared to make a proper diagnosis and secure proper treatment.

Students develop certain cognitive, manipulative, and attitudinal skills as part of their continuing education in surgery. They develop competence in eliciting a history, performing a physical examination, and 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.

Clerkship Contacts

If you have a question or concern about a **third-year** 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 the Office of Academic Affairs, (856) 566-6726.

Family Medicine	Brittany Mitchell (856) 566-6085
General Internal Medicine	Veronika Kramer-Feeley (856) 566-7012
Geriatrics	Tevin King (856) 566-6882
Neuromuscular Medicine and Pain Management	Kathy Kupiec (856) 566-2877
Obstetrics and Gynecology	Donna Dymond (856) 566-7098
Osteopathic Manipulative Medicine.....	Kathy Kupiec (856) 566-2877
Pediatrics.....	Denise Hauger (856) 582-2372

Psychiatry Heather Glenn (856) 482-9000
 Surgery/Anesthesiology Colleen Corsetti (856) 566-6875

Hospital Contacts

AtlantiCare Regional Medical Center (609) 449-4391
 Director of Medical Education Dominick Zampino, D.O.
 Medical Student Coordinator Gabriela Buttaglia

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

KUH – Stratford (856) 346-6000
 Administration Office, First Floor

KUS – Cherry Hill (856) 488-6802
 Administration Office, First Floor Kristen DeCicco

KUH – Washington Twp. (856) 582-2802
 Administration Office, Third Floor Renae Alesczyk

CentraState Medical Center (732) 294-1989
 Coordinator Jodi Franklin

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

Christ Hospital (CarePoint Health)
 Director of Medical Education Anthony Tsompanidis, D.O.
 GME Coordinator Marie Cutola

Inspira Health (856)-641-8661
 Medical Student Coordinator Amy Land

Morristown Memorial Hospital (Atlantic Health) (973) 971-6442
 Medical Student Coordinator Elizabeth Siccone

Ocean Medical Center (732) 836-4345
 Director of Medical Education Thomas Brandeisky, D.O.
 Medical Student Coordinator Susan O’Hara

Our Lady of Lourdes Medical Center (856) 365-7874
 Director of Medical Education E. Frederick Ashong, M.D.
 Medical Education Office, Sixth Floor Sande Ritz

Our Lady of Lourdes Medical Center, Burlington
 Refer questions to Veronika Kramer-Feeley at (856)-566-7012

Overlook Hospital (Atlantic Health) (908) 522-2852
 Medical Student Coordinator Peggy Liddy

Southern Ocean Medical Center (609) 978-8912
 Medical Affairs Joanne Zipfel

Fourth-Year Program

Instructional Goals

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

Clinical Instruction

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

Fourth-Year Course Descriptions

EMED 9082M

EMERGENCY MEDICINE

Victoria Parikh, D.O.

Kishan Patel, D.O.

Co-Clerkship Directors

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

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

Student clinical knowledge and competence are assessed in Advanced Cardiac Life Support, Advanced Trauma Life Support; airway techniques including oral and nasal intubation; arterial blood gas—performance and interpretation; burn care and dressings; cervical spine immobilization; ECG—performance and interpretation, fracture immobilization; intravenous lines—central and peripheral;

oxygen delivery systems; physical assessment; slit lamp use; wound preparation; and suturing techniques.

MEDICINE CORES AND SUBSPECIALTIES

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

MED 8054M/9054M

CARDIOLOGY

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

MED 9094M

ENDOCRINOLOGY

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

MED 9114M

GASTROENTEROLOGY

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

MED 9124M

GERIATRICS

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

MED 9174M**INFECTIOUS DISEASES**

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

MED 9454M**INTENSIVE CARE UNIT**

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

MED 9224M**NEPHROLOGY**

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

MED 9234M**NEUROLOGY**

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

MED 8354M/9354M**PULMONOLOGY**

During the Pulmonology rotation, students are taught by the attending physician, fellow, and resident staff during teaching rounds, and weekly conferences as scheduled. Students are encouraged and expected to participate actively in patient care under the supervision of the appropriate housestaff

officer. Students must have basic knowledge in respiratory medicine. The clinical application of this knowledge includes expanded responsibilities in patient care and academic assignments for presentations at conferences and discussion on teaching rounds.

OST 9008M

CLINICAL SKILLS COMPETENCY EXAMINATION (CSCE)

Linda Boyd, D.O.

Course Director

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

OST 9009M

MEDICAL HUMANITIES

J. Niel Rosen, J.D., Ph.D.

Course Coordinator

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

OBG 9252M

OBSTETRICS/ GYNECOLOGY SUBSPECIALTY

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

PEDS 9302M

PEDIATRIC SUBSPECIALTY

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

SURG 9382M

SURGERY SUBSPECIALTY

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

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

Electives

In addition to the core clinical rotations, fourth-year students also must take a total of 18 weeks/ five (5) Elective rotations as part of the Year Four curriculum. The Electives can be taken in nearly any clinical specialty with the approval of Academic Affairs.

All Elective rotations require completion of the Clerkship Elective Application form

http://www.rowan.edu/som/education/undergraduate_medical/documents/ClerkshipApp.pdf

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

For more information about Electives contact the Clinical Education Coordinator at (856) 566-6726 or the Associate Registrar at (856) 566-7055.

Clerkship Applications

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

Policy on Scheduling and Canceling 4th Year Clerkships

- The clerkship directors recognize that last minute cancellation of elective and core clerkships creates a negative image of Rowan SOM and its students as it interferes with the scheduling, planning, and operation of our partner hospitals educational programs.

- In addition last minute cancellation of elective and core clerkships provides insufficient time for partner hospitals to find a student to replace the cancelled student which results in an unfilled clinical training opportunity which prevented another student from experiencing at that site.
- It must be understood that when a student applies for and is accepted by a partner hospital for elective and core clerkships that 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 last minute cancellation.
- In order to maintain and preserve the professional image and integrity of both Rowan SOM and our students with our partner healthcare institutions the following policies were unanimously approved at the January 2017 clerkship directors meeting.
- Rowan SOM will require all applications for core and elective clerkships be submitted AT LEAST 30 days (one month) prior to the start date of the rotation to allow sufficient time for processing and notification of the partner hospital which has accepted the student for a clinical clerkship at their site.
- Clerkship application requests will not be considered if submitted less than 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 Department of Clinical Education immediately upon receipt of such information.
- If the student would like to cancel an elective or core rotation, written notification (preferably via email to the rotation site and to SOMClinicalEducation@rowan.edu) no less than 30 days (one month) prior to the start of the requested clerkship period.
- If for **any** reason a student would like to cancel an elective or core rotation **less** than 30 days (one month) prior to the scheduled start date of the rotation the student must meet with the Assistant Dean for Clinical Education **before** canceling the clerkship.
- Upon approval of both the preceptor and the Assistant Dean for Clinical Education to cancel an elective or core rotation the student must submit a new clerkship application identifying what they plan to do during that time period e.g. another clerkship or use flex time.
- Registration will not be updated until a new clerkship application is submitted and processed by the Registrar's Office.
- For insurance purposes, students may not report to a rotation that they are not registered for, so it is critical that a new clerkship application be submitted and approved prior to the student starting a rotation.
- *****Under no circumstances may a student withdraw or cancel a clerkship with less than 30 days' notice without the approval of the Assistant Dean for Clinical Education. Doing so may result in referral to the Assistant Dean for Student Affairs for disciplinary action for breach of Professionalism which will be incorporated into your MSPE and must be disclosed on residency applications.
- While on elective or audition rotations outside of Rowan SOM it is best to plan as though there were no scheduled holidays during that month. If you're on a clerkship which requires you take overnight call, please check with your team leader to see what your holiday responsibilities are.
- If you are at a private practice you will work the regular office hours for any holiday.
- Note that faculty at partner hospitals will assume responsibility for your education while there and students are required to follow the schedule they provide which may include working holidays that conflict with Rowan SOM's holiday schedule.

Reporting Information

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

Other Curricular Requirements

Fundamentals of Medicine II

The goal of this requirement is to provide a broad-based, thorough review of clinical science to help fourth-year students better prepare for their fourth year and for the Level 2 CE and PE examinations. Students will be exposed to review sessions by RowanSOM faculty members, review sessions by professional medical test preparation personnel, standardized patient labs, individual and/or small group tutoring opportunities, and strategies for test taking.

Content to be covered includes: reviews of clinical scenarios to re-examine the various body systems, various patient presentations and a review of clinical pathways for the most common diagnoses and procedures. These will be considered through the lenses of the NBOME-identified 'physicians' tasks: history & physical, health promotion and disease prevention, drug and disease mechanisms, diagnostics, management and ethics/jurisprudence.

Independent Study

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

Medical Student Performance Evaluation (MSPE)

A Medical Student Performance Evaluation (MSPE) is compiled for each graduating student. The MSPE includes dates of attendance at RowanSOM and specific information from the student's academic file, including didactic and clinical records, COMLEX Level 1 status, COMLEX Level 2-CE and COMLEX Level 2-PE status and comments by clinical faculty about the student's medical education at RowanSOM. Histograms of course performance by the student's class are also provided as a comparison to individual student performance. Each student meets with a member of the Academic Affairs Dean's staff in the spring of their third year to generate the "Unique Characteristics" paragraph of the MSPE. MSPEs are sent to all residency programs using the Electronic Residency Application Service (ERAS) on October 1 of the fourth year.

Clerkship Contacts

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

Emergency Medicine..... Martin O'Connor (856) 566-6726
Pulmonology and/or Intensive Care Veronika Kramer-Feeley (856) 566-7012

Other Contacts

Academic Affairs (856) 566-7133
Assistant Dean for Clinical Education George Scott, D.O.
..... (856) 566-6058
Clinical Education Program Coordinator..... Martin O'Connor
..... (856) 566-6726
Staff Assistant C. Diane Vilardo
..... (856) 566-6010
Registrar Regina Wilmes, M.Ed.
..... (856) 566-7055

ACADEMIC RULES AND REGULATIONS (ARR)

I. Purpose

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

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

II. Student Registration

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

A. Entering Students

1. Receipt by the Office of the Registrar of the final and complete transcript of record of attendance at all institutions attended for the completion of the entrance requirements to the School of Osteopathic Medicine;
2. Completion of the official registration form;
3. Completion of the required medical history and physical examination and all immunizations and testing as required by the Office of Student Health, for all entering students and transfer students;
4. Completion of arrangements for the payment of the tuition charge, or payment made at the time of registration; and

5. Automatic enrollment in the student health plan offered through the University or completion of the online waiver indicating comparable coverage through an approved plan.
- B. Continuing Students
1. Completion of the annual official registration form for the Office of the Registrar;
 2. Completion of arrangements for the payment of tuition and fees, or receipt of advance payment;
 3. Automatic enrollment in the student health plan offered through the University or completion of the online waiver indicating comparable coverage through an approved plan.
- C. Student Scholars
- A Maintain Matriculation fee of \$50.00 will be charged to students designated as a Student Scholar. Student Scholars are those who are approved to take time off from rotation to pursue other academic endeavors for a fixed period of time. Student Scholars must abide by the curriculum and policies for their new graduating class when they return.
- D. Supernumerary Students
- Supernumerary students are those who have to repeat coursework. This will result in a change in their graduating class. Supernumerary students will be charged a modified tuition rate depending on how many courses they are repeating. The specific rate is determined by the Assistant Dean for Student Affairs. Supernumerary Students must abide by the curriculum and policies for their new graduating class.
- E. Late Registration
- A late fee of \$100.00 per day will be charged to students whose registration is incomplete on the first scheduled day without approved prior notice to the Office of the Registrar at SOM, Stratford Campus.
- F. Good Standing
- A student who has registered and has active student status will be considered a student in good standing.

III. Attendance

First and Second Year Students

Attendance at class sessions is at the discretion of the course directors. Students need to check their syllabus and schedule for required sessions. The Course Director establishes criteria for excused absences. Students unable to attend required classes due to illness or unforeseen

circumstances must contact the Course Director and Office of Academic Affairs before scheduled class(es) or as soon as possible thereafter. A doctor's note should be submitted to Academic Affairs as soon as the student returns to school. Please note: medical documentation from a health care provider who is a family member is not acceptable. Courses/sessions that expect attendance may require students to sign in. It is a violation of the code of conduct to sign in for another student.

Third Year Students

Daily attendance is required on all clinical rotations and preceptorships. Excused absences from clinical rotations must be approved by the Clerkship Director and the Academic Affairs office. "Absence Request" forms are available in the Academic Affairs office and on the RowanSOM website. These forms must be completed and returned to clerkship director no later than two weeks prior to the start of the clerkship, except when absence is mandated by Academic Affairs.

Students must attend a minimum of 90% of the required rotation workdays in order to get credit for the clerkship. Students who miss more days than allowed for any reason (illness, personal days, etc.) must submit a "Request to Make-up Clinical Weeks" form to Academic Affairs. Make up time will be at the discretion of the course director.

Illness/Emergencies

In cases of absences for emergencies or illness, it is the student's responsibility to notify the:

- 1) house staff officer/preceptor on the assigned service,
- 2) Clerkship Director, AND
- 3) Director of Academic Affairs. Students must provide supporting documentation (doctor's note, etc) to the clerkship director and academic affairs upon returning to school.

Personal Days

Students are allowed a maximum of 5 personal days per academic year. There is a limit of 1 day off for a 2-week rotation, 2 days off per 4 or 6-week rotation, and 4 days off per 8-12 week rotation. Taking more than the maximum allowed will require that you make up missed days. Personal days can be used for religious holidays, attendance at conferences or to take the USMLE exam.

Conference Presentations

Students can request an excused absence (without using personal days) for conferences when they are making a presentation, or when representing the school as a leader in a national organization. Documentation of your role in the conference must be submitted with your request. For other conference attendance (i.e. not presenting and not a group leader), personal days must be used. Most times, absences will be limited to one day for a conference and one day for travel, as most student conferences are held on the weekends. Each student is limited to one conference during 3rd year, except for students holding a national leadership position and with permission from Academic Affairs. You must get permission from the clerkship director before making reservations and paying for the trip.

Attendance at Exams: 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 in writing to the Director of Academic Affairs, Jackie Giacobbe, who will determine the validity of the excuse, in conjunction with the Clerkship Director. If deemed valid,

the request will be forwarded to Center for Teaching and Learning (CTL) to schedule/administer the make-up exam, in coordination with the Clerkship Director. Please refer to the Missed Exam policy in the SOM Education Handbook for more details.

Fourth Year Students

Daily attendance is required on all clinical rotations and preceptorships. During fourth year, students must attend a minimum of 85% of the required rotation workdays in order to get credit for the clerkship. Students who miss more days than allowed for any reason must submit a "Request to Make-up Clinical Weeks" form to Academic Affairs. Make up time will be arranged at the discretion of the clerkship director. Final rotation grades may be withheld until missed time has been made up.

Flex time

Recognizing the variety of activities and situations that arise in fourth year, ten weeks (50 days) of 'flex time' has been added to the fourth year schedule. Flex time can be used for COMLEX preparation, conference attendance, illness, taking the USMLE, religious obligations and for residency interviews. Students are encouraged to anticipate when residency interviews are scheduled in their specialty and to try to schedule their residency interviews—and the accompanying flextime--serially whenever possible.

Flex time use will be tracked by rotation staff and by the Academic Affairs office; requests to use flex time must be submitted via email to the clerkship director, the clerkship coordinator AND to somclinicaleducation@rowan.edu at least 2 weeks prior to the start of a clerkship. (Exceptions to this two-week notice are when time off is mandated by Academic Affairs or SAPC or when a last-minute residency interview is offered.)

Conference Presentations

Students can request an excused absence (without using flex time) for conferences when they are making a presentation, or when representing the school as a leader in a national organization. Documentation of your role in the conference must be submitted with your request. (For other conference attendance, flex time must be used.) Most times, absences will be limited to one day for a conference and one day for travel, as most student conferences are held on the weekends. Each student is limited to one conference per year, except for students holding a national leadership position and with permission from Academic Affairs. You must get clearance from the Director of Academic Affairs before making reservations and paying for the trip.

Attendance at Exams

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 in writing to the Director of Academic Affairs, Jackie Giacobbe, who will determine the validity of the excuse, in conjunction with the Clerkship Director. If deemed valid, the request will be forwarded to Center for Teaching and Learning (CTL) to schedule/administer the make-up exam, in coordination with the Clerkship Director. Please refer to the Missed Exam policy in the SOM Education Handbook for more details.

IV. Grading

A. Official Grades

The school will use the following grading scale:

H = Honors	89.45 - 100
HP = High Pass	79.45 – 89.44
P = Pass	69.45 – 79.44
F = Fail Below 70	69.44 or lower
RP = Remediated Pass (Passing after a failure)	
AS = Advanced Standing	
AUD = Audit	
INC = Incomplete	
IP = In Progress	
NC = No credit	
W = Withdrawn	

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

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

A student who chooses to appeal a grade must notify the Course Director in writing. After the Course Director has made a determination, a student can choose to further appeal it to the Department Chair, who will also make a determination within two weeks. A final appeal can be made, if the student so chooses, to the Senior Associate Dean for Academic Affairs, and that decision will be final.

Challenge to Clinical Evaluation

Students who are dissatisfied with the evaluation given by the instructor may challenge the written evaluation and/or grade. Students are requested to first take an honest reflection and appraisal of their performance on the rotation to see if the evaluation could have been appropriately earned. If he/she still wishes to appeal, the student should notify the Clerkship Director and Senior Associate Dean of Academic Affairs of his / her wish to challenge the evaluation and/or grade and the following process must be followed:

1. Student submits appeal to course director including rationale and data where appropriate to justify the appeal.
 - a. Course director has 2 weeks to consider appeal
 - b. Course director informs student of decision
2. If student is not satisfied, he/she can appeal to the chair of the department.
 - a. Chair has 2 weeks to consider appeal Chair informs student of decision
3. If student is not satisfied, he/she can appeal to the Senior Associate Dean for Academic Affairs (final appeal level).
 - a. Academic Dean has 2 weeks to consider appeal
 - b. Academic Dean informs student of decision
4. If a grade change is made at any stage, this is submitted to the Registrar using a grade change form.

5. If a change in evaluation comments is made, the Assessment unit will be informed to make changes in one45.
6. No grade changes will be accepted after the final course grade has been posted for one calendar year

Under no circumstance is a student permitted to complaint about their preceptor evaluation grade directly to the preceptor. Doing so will revoke the student's right to any grade appeal.

B. Advanced Standing for an SOM course completed at Graduate School of Biomedical Sciences- Stratford Campus (GSBS)

Students may receive a grade of AS (Advanced Standing) in an SOM course provided the course meets the following criteria:

1. The course has been identified as an SOM course taken by students at GSBS on the Stratford campus. A list of these courses may be found in the Office of the Registrar.
2. The student must have taken the course within two years of the current academic year and must have received at least a B+ in the course.
3. The student must complete the SOM Advanced Standing Form and obtain the signature of the Course Director.
4. If the student satisfies the criteria identified above, the student will be exempt from the course. The Course Director will forward the form to the Office of the Registrar and a grade of AS (Advanced Standing) will be recorded on the academic transcript.

Advanced Standing for an SOM Course or Degree taken elsewhere:

A student seeking a grade of AS (Advanced Standing) for a course that was not taken at GSBS on the Stratford campus must:

1. The student must complete the SOM Advanced Standing Form, attach proof of the earned grade or degree and discuss the proposed exemption with the SOM Course Director.
2. The Course Director will review the academic credentials of the student to determine whether or not Advanced Standing is warranted. The Course Director will determine if the content of the course is equivalent to what is offered in the SOM course and that the student's knowledge is at the level of High Pass or greater. If so, the Course Director will approve, sign and date the form.
3. The Course Director will forward the form to the Office of the Registrar and a grade of AS (Advanced Standing) will be recorded on the academic transcript.

C. Passing Courses

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

D. Recording Grades

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

E. Leave of Absence Grading

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

1. The student will receive a final grade for all courses for which they have met all requirements in the course syllabus.
2. For year-long courses, if the student has completed all of the requirements of the fall term at the time of the leave and has maintained a passing grade in all elements, the student will receive an INC (Incomplete) and will not be required to start that course over in the fall term. The student will be permitted to return to complete the second half of the year-long course at the beginning of the spring term the year that student returns from leave. When all course requirements are completed, the INC will be changed to the final grade the student earns. If the curriculum is changed between the time the student first did his/her first semester and the return to the curriculum, he/she may be required to repeat the entire first year.
3. For first and second-year courses that have concluded and for which the student has not completed all requirements, the student will receive one of the following grades.
 - a. INC (Incomplete) if the student is completing the final requirements of a first or second-year course within 30 days of the last day of the term. After the remaining requirements have been completed, the INC will be replaced by the final course grade.
 - b. W (Withdrawn) if the student will not be completing the final requirements and had not completed enough work to determine performance at the time of the leave. The W grade remains permanently on the transcript.
4. No "credit" will be given for completion of a partial term's work. A student who leaves in the middle of a term without completing all course requirements will receive a W. The grade will remain permanently on the transcript. The student will be required to repeat and complete the course starting at the beginning of the course when the student returns from leave. The course will be listed a second time on the transcript with the final grade the student earns in that course.

F. Evaluation and Grading during Clinical Years

The criteria for each level of grading is determined by the Course Director and described in the course syllabus. Grades awarded are: Honors, High Pass, Pass and Fail.

1. A written grading policy must be established by each Clerkship Director and provided to all students at the beginning of the rotation.
2. The grading of students on all third-year core required clerkships must include: 1) Clinical evaluation using the approved RowanSOM evaluation instrument and, 2) written examination, either the national COMAT examination or a department-specific examination. Additional elements may be included at the discretion of the Clerkship Director.
3. The relative weight for the two required elements and other optional graded elements must be consistent with the following guidelines:

Graded element	Minimum Weight	Maximum Weight
Required Elements		
Clinical Evaluation	30%	60%
Written Examination	30%	40%
Optional Elements		
Objective Structured Clinical Examination (OSCE)/Standardized Patient Examination	20%	40%
Other elements: Attendance, Assignments, Patient Logs, etc.	N/A	20%

4. COMAT or Departmental Exam
 - a. SOM policy requires that students must achieve a minimum passing score on the COMAT /Departmental exam to pass the Clerkship. The minimum passing standard score is 84, which equates to a 70 (Pass) grade.
 - b. To be eligible for an Honors grade for the clerkship, students must achieve an "Honors" score on the COMAT or departmental exam. The NBOME standard score of 108 equates to a 90 or Honors grade. (The Honors score for a departmental exam will be determined by the clerkship director.)
 - c. Students who initially fail the COMAT or departmental exam will be given an "Incomplete" grade for the clerkship, will be placed on Academic Warning and be required to re-take the exam through the Academic Affairs Office. If the student passes the exam on the second attempt, the highest grade they can achieve for the clerkship is a "Pass." 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.

Students who fail two clerkships due to COMAT failure can re-take both COMATs. They will be placed on Academic Probation. If they fail the exams a second time, they are required to repeat both rotations in their entirety.

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

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

- d. Students must receive a 70% or higher on the clinical evaluation component in order to pass the rotation. Students who fail the clinical evaluation will receive a failing grade for the clerkship and be required to remediate, as determined by the course director. If required to remediate, the highest grade a student can achieve is a “Remediated Pass” (RP).
- e. The final deadline for all rotation paperwork and requirements is the Sunday following the end of the rotation. Failure to submit all documents by this deadline will result in a Failing grade for the rotation. Once submitted, the final grade will convert to a “Remediated Pass” (RP).

The chart showing the COMAT scores required to Pass and to Honor the clerkships can be found at: [COMAT Conversion Scale \(AY 2017-18\)](#) .

V. Remediation

Appropriate course remediation procedures to change a failing grade include taking a reexamination covering all or parts of a course, taking appropriate course work at other institutions, or retaking the course at School of Osteopathic Medicine. These remedial procedures should be prescribed or approved by the Course Director to enable the Student Academic Progress Committee to formulate its recommendations on an individual basis.

Students that fail a core rotation based on the clinical evaluation will be required to remediate, as determined by the course director. The highest grade that can be achieved in this instance is a “Remediated Pass” (RP). Students who fail a COMAT or departmental exam will be required to retake the exam. If they pass the retake, the highest grade they can receive for that rotation is a “Pass” (P). If they fail the retake, they will be required to repeat the entire rotation. Students who fail a core rotation may have their records reviewed by the Student Academic Progress Committee. Students that fail an elective may make up the elective requirement in the same or different specialty.

VI. Auditing Courses

A student may be required to audit a course(s) upon the recommendation of the Student Academic Progress Committee. A regularly enrolled student may elect to audit course(s) appropriate to his/her academic classification. The name of an auditing student will appear on the roster provided by the Associate Registrar to the Course Director. The Course Director is responsible for determining course requirements for auditing students, including attendance, participation in laboratory exercises, interval tests, and other required work. An auditing student is not required to pass the final examination. Audited courses will appear on the student's official transcript with the notation Audit.

VII. Pre-clinical Years 1 and 2

- A. Students must pass all courses.
- B. Students may not enter the third year without passing all previous course work from years one and two except for students missing a seminar course with an excused absence.
- C. A student has failed a course when s/he receives a grade of Fail at the completion of the course before remediation.
- D. Students who fail one course, but have a grade of 55-69, may remediate that course by comprehensive examination and continue studies. Students who fail with a grade less than 55 may not remediate by exam; they must repeat the course.
- E. If the student fails a remediation exam, s/he must repeat the SOM course or take a summer course approved by the Course Director. If a student chooses, with the approval of the Course Director, to remediate by taking a summer course, the summer course is considered a second taking of the course. Students who fail the same course twice will be recommended for dismissal.
- F. Students who fail two courses in an academic year, before remediation, may not remediate the courses by exam but must repeat the courses they have failed.
- G. Students who fail three or more courses, before remediation, in any academic year will be recommended for dismissal. For example, if a student fails one course in the first semester, remediates successfully by examination, then fails two courses in the second semester, he/she will be recommended for dismissal.
- H. Students are limited to one remediation exam per course.
- I. Students repeating courses will be required to audit Osteopathic Manipulative Medicine courses for the purpose of maintaining their skills.

- J. Students must complete all coursework in the maximum time frame specified for their degree program, not including approved leaves of absence.

VIII. Clinical Years 3 and 4

- A. Students in the clinical years must pass all rotations.
- B. Students whose conduct on clinical rotations merits concern will be referred to the Assistant Dean for Student Affairs.
- C. Students are required to attend the Clinical Skills Orientation. Clinical Skills Orientation will cover expectations within third year and provide training to prepare students for the clinical setting.
- D. Students must pass all third-year core clerkships and the Clinical Skills Competency Exam (CSCE) to be eligible to take COMLEX Level 2-CE.
- E. Students must pass CSCE to be eligible to take COMLEX Level 2-PE. If students do not pass the CSCE, they are required to complete a remediation program with a clinical faculty member. Once the faculty member deems them ready and submits a passing grade for the CSCE, the student can then take the COMLEX Level 2-PE.
- F. Students may only complete third year core rotations at RowanSOM affiliate sites designated for third-year rotations.
- G. Students may only select third year Hub through the Hub lottery. The Hub lottery will take place during the second year, and the results are binding. Students may trade for another Hub only if both parties agree. No remuneration is allowed to take place for these trades.
- H. Students may only select third year track schedule assignment through the track lottery. The track lottery will take place during the second year.
- I. Students are permitted to complete one out of their two required Medicine Core rotations (Cardiology, ICU, Pulmonary Medicine) out-of-system. The out-of-system site must be with a major academic institution that has a Medicine residency program and is located within the United States. Students must complete and forward a Clerkship Application and any other required documents from the site.
- J. Students are not permitted to complete any rotations with a relative, friend, spouse, or anyone with whom a prior personal relationship exists.
- K. Students must complete the fourth-year core rotation in Emergency Medicine rotation in-system. In-system sites are considered affiliate sites designated for fourth-year rotations.

- L. Students are required to complete a subspecialty rotation in fourth year. This includes Medicine, Surgery, Pediatrics or Obstetrics/Gynecology. These can be done out of system upon approval from the Assistant Dean for Clinical Education. Students must also submit the Clerkship Application and any other documents required by the site to the Clinical Education Coordinator.
- M. Students may complete fourth-year requirements in RowanSOM hubs. Students who rotate at specific hubs for their third year will receive preference for core fourth-year spots. However, if the hospital can accommodate the request, any fourth-year student can rotate at any of our affiliate hospitals. The cores of Cardiology, Pulmonology, and ICU, as well as the subspecialty rotation, may be scheduled out of system upon approval from Assistant Dean for Clinical Education.
- N. All but one fourth-year elective must be 4 weeks in length. One-week and three-week rotations will not be approved unless special permission is granted by Assistant Dean for Clinical Education (this is granted only in rare circumstances). One elective is permitted to be broken into 2-weeks each.
- P. Students who take approved time off for Independent Study, Leave of Absence, Student Scholar, etc. during clinical rotations are required to make up any rotations or partial rotations that are missed. Makeup dates will be scheduled by the Clinical Education Coordinator. Students are not permitted to schedule their own makeup dates. Students are not permitted to make up any rotation at the same time they are scheduled for another rotation.
- P. Students interested in completing an international rotation must contact the Clinical Education Coordinator, Martin O'Connor (oconnorm@rowan.edu 856-566-6726) or Diane Vilardo (vilardcd@rowan.edu 856-566-6010), and submit the following documentation:
 1. An approval from the desired site. Approval must be in the form of a letter or email from the site.
 2. A completed Request to Rotate Abroad form.
 3. A Clerkship Application.
 4. An official description of the site from their website.
 Students will not be approved under any circumstances to complete rotations in countries noted on the U.S. Department of State Travel Warning or Alert list. <http://travel.state.gov/content/passports/en/alertswarnings.html> .
- Q. Students who fail an elective rotation must complete another elective rotation. The student is not required to complete the additional elective in the same discipline. If the student fails the second elective he/she will be recommended for dismissal.
- R. Students who fail two clinical rotations for reasons *other than* COMAT failure may be recommended for dismissal. Students who fail three rotations, may be recommended for dismissal. Students who fail two rotations because of failed COMATS may be able to remediate.

IX. Missed Exam

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

- A. Students are expected to take all exams during assigned times, as listed on the publicized course or clerkship schedule, or as confirmed by the Clinical Education & Assessment Center (CEAC) for a Standardized Patient exam or OSCE. Students are responsible for noting any changes in the examination schedule by referring to the online calendar and/or email updates.
- B. Any student who anticipates missing an examination must submit their request in writing to Director of Academic Affairs, who will determine the validity of the excuse, in conjunction with the Course Director. If deemed valid, the request will be forwarded to the Center for Teaching and Learning (CTL), and, if applicable, to the CEAC to schedule/administer the make-up exam in coordination with the Course Director.
- C. Valid reasons for missing an examination include but are not limited to:
 - 1. Personal illness or other health issue (student should be examined personally by a health care provider who is not a family member and should submit the necessary medical documentation as soon as s/he returns to school).
 - 2. Substantiated family emergency, such as significant illness of immediate family member/death in family.
 - 3. Pre-approved attendance at osteopathic national meetings (AOA, ACOFP, AAO etc.) (See E. below) [Student will need to provide verification of attendance.].
 - 4. Religious exemptions (requests must be made at the beginning of the semester).
- D. Unacceptable reasons for missing an examination include but are not limited to:
 - 1. Not feeling prepared for the examination;
 - 2. Non-emergency travel plans, regardless of when these plans were made;
 - 3. Not having read an email announcement of a rescheduled examination; and
 - 4. Appointment at a time that conflicts with the examination.
- E. Students wishing to reschedule an examination to attend a national meeting must request prior approval from the Office of Academic Affairs at least two weeks before the examination. This will be discussed with Course Director. Students on Academic Warning / Probation are not permitted to attend meetings/conferences.
- F. If a student misses an examination without a valid reason, the Course Director may assign a grade of zero (0) for that examination.
- G. When make-ups for written exams are necessary, a single make-up examination date for that exam will be established by Academic Affairs, and will typically be the Friday afternoon following the missed exam in the first two years. Make-up arrangements that

are necessary beyond this will be made at the discretion of Academic Affairs. Make-up dates for a missed COMAT exam will be at three fixed times during the 3rd year: at the end of Winter Break, at the end of the Spring semester, and at the end of the 3rd year elective rotation, whichever comes first after the missed exam date.

Students who miss a COMAT examination are responsible for contacting the Director of Academic Affairs to relate the reason for the absence and provide the necessary documentation. Students missing an examination to attend a national meeting must request approval by Academic Affairs in conjunction with the Clerkship Director as soon as possible but at least 14 days before the examination. A single make-up examination date will be announced and may be, depending on the student's schedule, either on the next COMAT / departmental exam date or at the end of the semester.

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

X. SOM Exam Administration and Proctoring

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

- A. All students are expected to begin examinations on time. For written examinations, if, because of an emergency or unforeseen event, a student is **twenty (20) minutes or later to the exam** administration site, s/he must obtain approval from Director of Academic Affairs to start the exam late and will have the time deducted from the scheduled exam time. **Students who are repeatedly late for exams may be subject to disciplinary action.** No one may leave the exam room within the first twenty minute period after the exam administration has begun.
- 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. All 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 not permitted in the exam room or 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
- D. Students who use a cell phone, pager, 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 headphones or ear buds) and may bring beverages into the examination room only in clear containers, like those available for purchase at the student store. 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 Course Director and, when available, will be provided by the proctor. Students are not allowed to write anything on the scrap paper until after the exam begins.
- G. For written exams, one male and one female student are permitted to leave the exam room for a bathroom break at the same time. These breaks are limited to one ten (10) minute break per two (2)-hour exam period. Students who need to use the restroom must check in with the proctor prior to leaving and upon returning to the exam room. The proctor will record the name of each student and the times s/he leaves and returns to the exam room. Break time is deducted from the total exam time. No additional time will be provided. A student taking a bathroom break is not allowed to refer to course materials while they are out of the exam room. Any violation of this will be subject to disciplinary action.
- H. In the case of exams involving standardized patients, only one student is permitted to leave the CEAC at a time, and only after notifying a staff member. Bathroom breaks should be restricted to time between SP encounters, as the exam is paused to wait for the student's return. In the event that a student must take a bathroom break during an SP encounter, the encounter is considered completed once the student leaves the exam room, and the student will not be permitted to return to the encounter regardless of time left on the clock.
- I. Requests for exam accommodations for documented disabilities must be arranged with CTL staff in at least two (2) weeks in advance. No time adjustments will be made by the proctor at the time of the exam administration.
- J. For written exams, the exam proctor, if it is not the Course Director, cannot be held responsible for decisions made affecting the exam. S/he is only there to relay information from/to the Course Director who makes all decisions regarding the exam,

its administration, and the grading policies. The Course Director, proctor, or faculty, will not answer student questions during the exam administration.

- K. Any student requesting to bring essential medical supplies into the exam room is required to arrange this special circumstance with the CTL - Disability Services in advance. Proctors will be provided with a list of students who have been authorized to bring in specifically listed medical supplies. No additional authorization will be granted by the proctor at the time of the exam administration.
- L. When emergency situations make it difficult or impossible for a student to take an exam at the time it is scheduled, these situations will be addressed by the Director of Academic Affairs. (See Section IX., Missed Exam Policy)
- M. All students are expected to maintain standards of behavior as noted in the School of Osteopathic Medicine Student Handbook regarding the RowanSOM Student Code of Conduct and adhere to the Code of Ethics of the American Osteopathic Association.
- N. In case of an emergency, students should leave laptops at their seats and follow any emergency instructions being given.

XI. COMLEX Policy and Procedures

- A. Per the NBOME, a student is eligible to take COMLEX Level 1 upon satisfactory completion of the first year in an AOA approved medical school and by approval of the Dean.
- B. The school will allow students to register and schedule the examination as soon as allowed by the NBOME. However, the student is not permitted to schedule the examination on a date prior to the anticipated completion of all the academic requirements for Year Two (for COMLEX Level 1) or Year Three (for COMLEX Level 2-CE and 2-PE), including mandatory board preparation courses.
- C. Practice COMLEX exams, called COMSAEs, are administered to the second-year class in the spring semester and to the fourth-year class in the summer to determine a student's readiness for their required COMLEX Level 1 and Level 2 board exams, respectively. Students must achieve a 450 on these COMSAE exams to be eligible to take the COMLEX exam. RowanSOM arranges for the purchase of a COMLEX preparatory course for all students which is a part of the Fundamentals of Medicine I and II courses. Student fees cover these expenses for both the COMLEX Level 1 and Level 2 CE exams.
- D. Beginning with the Class of 2016, all students must take COMLEX Level 1 before being permitted to start third year rotations.
- E. If a student is not prepared to take COMLEX Level 1 prior to the start of third-year clinical rotations, the student may request time off from clinical rotations for independent study. However, the student is required to take COMLEX Level 1 no later

than August 31st, unless granted exemption by the Senior Associate Dean for Academic Affairs.

- F. If a student has been granted exemption from the August 31st deadline, the student must take COMLEX Level 1 no later than December 31st.
- G. Students who fail any COMLEX Level 1 or Level 2-CE may be required to discontinue all for-credit and/or non-credit rotations on a date determined by Academic Affairs and placed on independent study until they retake the exam. This period of independent study may not last more than one year. Students who fail any COMLEX Level 2-PE will be permitted to continue rotations unless otherwise mandated by Academic Affairs.
- H. Students who are entering a dual-degree program are required to take COMLEX Level 1 by August 31st immediately following the end of the second year of their SOM curriculum. They must pass COMLEX Level 1 before they will be permitted to return to the D.O. portion of the program.
- I. Students who have failed any one COMLEX examination will be placed on Academic Warning. Students who fail the same COMLEX examination two times will be placed on Academic Probation. Students who fail the same COMLEX examination three times will be recommended for dismissal.
- J. Students must complete the Clinical Skills Competency Exam to start fourth-year clerkships. This exam assesses competencies required for students to graduate and prepares students for COMLEX-Level 2-PE.
- K. COMLEX Level 2-CE and Level 2-PE must be taken by November 15th of fourth year, unless granted exemption by the Senior Associate Dean for Academic Affairs.
- L. If a student has not successfully completed COMLEX Level 2-CE and COMLEX Level 2-PE by the expected graduation date but has completed all coursework, the student will be allowed a maximum of one additional year to complete the licensing exams. That additional year will start the day after the last course ends. The student will be designated as a Supernumerary student but will be enrolled as less than half-time and will not be eligible for financial aid.
- M. All students must pass COMLEX Level 1, Level 2-CE, and Level 2-PE to receive their D.O. degree.

The chart showing the COMAT scores required to pass and to Honor the clerkships can be found at [COMAT Conversion Scale \(AY 2017-18\)](#).

XII. Student Academic Progress Committee (SAPC)

The Student Academic Progress Committee, composed of faculty and elected student members, is responsible for formulating recommendations to the Dean regarding grades, absences, promotions, graduation, and dismissal. The School of Osteopathic Medicine reserves the right to require the withdrawal of any student at any time the School deems necessary to safeguard

its ideals of scholarship and character and to secure compliance with its regulations. The records of each student are reviewed periodically by the Student Academic Progress Committee. The Dean of the School acts upon the recommendations received from the Student Academic Progress Committee and may:

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

The Dean, with the advice of the Student Academic Progress Committee, may require the withdrawal of a student at any time if, in the opinion of the majority of the members of the Committee, the student should not continue in the School.

A student may appeal the requirement(s) of the Student Academic Progress Committee on matters of recommended dates to take exams, remediation courses, and other non-dismissal issues to the Senior Associate Dean for Academic Affairs within 10 business days of their appearance date.

XIII. Review by the Student Academic Progress Committee

Any student who is identified by the Course Directors or Academic Affairs as unsatisfactory in academic and/or clinical performance will be referred to the Committee for a complete review of his/her record. The Committee shall review, among other items, grades, faculty evaluations, professional demeanor, professional conduct, concern for the welfare and dignity of patients, concern for the rights of others, responsibility to duty, trustworthiness, ethical conduct, aberrant behavior, and general or specific conduct meriting concern. At these meetings, the Committee will formulate recommendations for individual students based upon data provided by Academic and Student Affairs and others. These recommendations may include, but will not be limited to: 1) a program of remedial instruction, 2) leave of absence, or 3) dismissal. The Committee may request the appearance of a student at any scheduled meeting to discuss matters pertaining to his/her standing. A student may also request a personal appearance before the Committee during its regularly scheduled meetings. A student appearing for any reason may be accompanied by a faculty advocate. Advocates attending a meeting on a student's behalf will not be present for the closed discussion of the Committee or the vote by the Committee.

XIV. Academic Warning

Academic Warning provides an 'early warning' mechanism for the Student Academic Progress Committee to identify students whose academic performance is below average. Students will be placed on Academic Warning if their average is below 70 in one or more courses, after 30% of the course grade has been calculated. Students who fail any one COMLEX examination, any

COMAT clerkship examination, or any one course per term will also be placed on academic warning.

Academic Warning requires;

1. Meeting with the Center for Teaching and Learning (CTL) staff and complete all agreed-upon learning programs.
2. Prohibition against travel to conventions, conferences, meetings, recruiting trips or other travel that conflicts with class time.
3. The Student Academic Progress Committee can make other prohibitions at their discretion for students on Academic Warning, including limiting a student's choice of clerkship hub.
4. Students on Academic Warning who fail to meet all requirements of Academic Warning may be referred to the Assistant Dean for Student Affairs for disciplinary action at the discretion of the Committee.
5. If a student's academic performance improves and their average rises above 70 for the course(s) in question and for two consecutive exams, they can request a review of their current academic record to have the status removed through CTL.

XV. Academic Probation

The Committee has wide discretion on placing a student on Academic Probation, including limiting a student's choice of clerkship hub. In general, a student who fails two courses in their academic career, fails two (2) COMAT clerkship exams, or fails the same COMLEX exam twice, will be placed on Academic Probation for a period of at least one calendar year. In the case of failed COMLEX examinations, the student will be on Academic Probation at least until the student has passed the examination. Academic Probation requires:

1. Possible ongoing appearances before the Committee according to a schedule set out by the Committee members.
2. Student compliance with all recommendations of the Committee.
3. Prohibition against student holding any office in student government, clubs, etc.
4. Prohibition against student serving on any committees.
5. Prohibition against student travel to conventions, conferences, meetings, recruiting trips or other travel that will require time away from the classroom.
6. Participation in an individualized remediation program designed with the Center for Teaching and Learning. The Committee may make other academic requirements.
7. Students on Academic Probation who fail to meet all requirements of Academic Probation may be recommended for dismissal or be referred to the Assistant Dean for Student Affairs for disciplinary action at the discretion of the Committee.

XVI. Leave of Absence

A. Administrative Leave of Absence

1. A student may be placed on administrative leave of absence for academic or personal circumstances following review by the Committee.

2. A student may be placed on administrative leave of absence any other time by the Assistant Dean for Student Affairs on the basis of academic or personal circumstances. The circumstances and the conditions of the leave will be provided in writing to the student and the Committee by the Assistant Dean for Student Affairs.

B. Medical or Personal Leave of Absence

1. A leave of absence may be granted by the Committee upon recommendation of the Assistant Dean for Student Affairs for a student having personal or medical problems that are unlikely to be resolved while the student is in full-time attendance.
2. Any student requesting a leave of absence for personal or medical reasons shall consult with the Assistant Dean for Student Affairs before submitting a written request.
3. Written requests for leave of absence for personal or medical reasons for students in good academic standing may be acted on by the Assistant Dean for Student Affairs. Leaves of Absence cannot be used to avoid dismissal for academic or disciplinary reasons. Written requests for medical leave of absence must be accompanied by verification from the student's healthcare provider. Students who are failing one or more courses at the time of LOA request will be required to appear before the SAPC. However, it is within the discretion of the Assistant Dean for Student Affairs to grant a request for a personal or medical leave of absence for emergent circumstances.

C. Maximum Leave of Absence

Maximum cumulative leaves of absence are two years, unless the student is participating in an approved dual degree program, or for other reasons as specified by the Committee. A student is normally limited to two (2) leaves of absence during the four-year curriculum.

D. Return from Medical Leave of Absence

1. Students planning to return from medical leave should submit a letter to the Assistant Dean for Student Affairs requesting return from medical leave no later than thirty days before the intended date of return.
2. The student is then instructed by the Assistant Dean for Student Affairs to make an appointment with the Director of Student Health, School of Osteopathic Medicine, for evaluation of readiness to re-enter the program.
3. The Director of Student Health will present a report and recommendation to the Assistant Dean for Student Affairs for subsequent review and recommendations of the Committee.
4. In the absence of the thirty day required written notification from a student regarding their intention to return to the School from a medical leave of absence, the student will be administratively withdrawn.

PLEASE NOTE: Third or fourth-year students taking any 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.

E. Return from Personal Leave of Absence

1. Students planning to return from personal leave should submit a letter to the Assistant Dean for Student Affairs requesting return from personal leave no later than thirty days before the intended date of return.
2. In the absence of the thirty day required written notification from a student regarding their intention to return to the School from a personal leave of absence, the student will be administratively withdrawn.

PLEASE NOTE: Third or fourth-year students taking any LOA from clerkships may not be able to return to their original hub placement upon their return; if a hub site cannot accommodate them, the student will be placed where there is availability.

XVII. Student Scholar

Students occasionally want to enhance their academic program with non-curricular opportunities such as research or clinical experiences that last longer than a typical elective period. Those students are designated as Student Scholars.

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

To obtain approval for the Student Scholar designation the student submits the "Non-Credit Clinical Experience Request"

http://www.rowan.edu/som/education/undergraduate_medical/documents/Non-CreditExperienceApp_000.pdf form along with a detailed description of what they plan to do to the Senior Associate Dean for Academic Affairs. The Senior Associate Dean meets with the student to review the plan and approve or disapproves the plan in writing. The student returns to their for-credit curricular requirements at the conclusion of the experience.

XVIII. Withdrawal

Withdrawal from the School of Osteopathic Medicine is defined as permanent separation of an individual from the School of Osteopathic Medicine. A student may voluntarily withdraw or may be involuntarily withdrawn by administrative action ("Administrative Withdrawal").

The withdrawal mechanism cannot be used to avoid dismissal for academic or disciplinary reasons. Withdrawal is not permitted once a disciplinary hearing has started. A student wishing

to withdraw must submit a written request to the Senior Associate Dean for Academic Affairs who will notify the student of the actions taken.

Based upon the status of the individual in each course at the time of voluntary or administrative withdrawal, the grade will be recorded on the transcript as W (Withdrawal).

XIX. Dismissal

In cases where dismissal is being considered, the dismissal will not become final until the school's internal appeal process, if instituted, has been completed and a final determination has been made by the Dean. The effective date of dismissal will be the date of final action by the Dean. Pending the Dean's final decision and in accordance with school-specific policies governing student dismissals, the student is allowed to continue their participation in all academic activities for which they are enrolled and will continue to be bound by all school and university regulations and obligations, including those regarding the assessment and collection of tuition and fees. Reasons for dismissal may include, but are not limited to, the following:

- A. Failure in three or more courses in an academic year.
- B. Failure of the same course/clerkship two times.
- C. Failure of four courses in the first two years.
- XVI D. Failure of the same COMLEX exam three times.
- E. Students who fail two clinical rotations for reasons *other than* COMAT failure may be recommended for dismissal.
- F. Students who fail three rotations due to COMAT failure, may be recommended for dismissal.
- G. Failure to complete all required coursework within the maximum time frame specified for their degree program (not including approved leaves of absence).
- H. Absence of the personal qualifications and attributes deemed necessary to perform the duties of an osteopathic medical student and the osteopathic medical profession.
- I. A student may appeal a recommendation for dismissal by the Student Academic Progress Committee, in writing, to the Dean of the School within 10 business days of their appearance date. The Dean's Decision is final.

XX. Graduation Requirements

All academic work must be completed no later than June 30 of a given year for students who wish to be counted as a graduate of that given year. Students who must complete additional work beyond the graduation ceremony date will receive their diploma following satisfactory

completion of their requirements. Students who successfully complete all requirements for graduation as prescribed by the faculty will be recommended by the Student Academic Progress Committee to the Dean for graduation. A list of the candidates for the degree of Doctor of Osteopathic Medicine must be presented by the Dean to the faculty for their approval. Candidates approved by the faculty, for the distinction of Doctor of Osteopathic Medicine, are then eligible to receive the degree at the next commencement. Candidates for the degree of Doctor of Osteopathic Medicine must exhibit the requisite knowledge and skills to complete the prescribed course of study and must also possess personal qualifications and attributes deemed necessary to perform the duties of the osteopathic medical profession.

XXI. Additional Required Clinical Experiences

Students who will be completing their degree requirements between July 1 – February 28 (after the May in which they were originally anticipated to graduate) will 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 SOM Registrar to ensure that all degree requirements will be met.

XXII. Graduation on Alternate Dates

The Doctor of Osteopathic Medicine (D.O.) degree is usually awarded in May after completion of the fourth-year curriculum. A student who will complete all of his/her degree requirements after the month of May can be awarded the D.O. degree at a later time subsequent to completion of all degree requirements. The maximum time for completion of the academic program is five years, not including any time on approved leave of absence. To be awarded the D.O. degree, students must have the approval of all of the following: the SOM Student Academic Progress Committee, the SOM Executive Council, and the SOM Faculty. A student must complete all degree requirements to receive the D.O. degree. Students will be permitted to participate in the Convocation and Commencement ceremonies in May if it is anticipated that they will complete their degree requirements by August 31st. Students who complete their degree requirements after August 31st will be permitted to participate in the RowanSOM Commencement and the University Commencement ceremonies the following May, and will be considered members of that graduating class for alumni purposes.

XXIII. Awarding a D.O. Degree Posthumously

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

- A. The student was enrolled in the second half of his/her final year of study at RowanSOM at the time of death.

- B. The student successfully completed the core clinical rotations.
- C. The student was in good standing and would likely have completed all of the degree requirements had he/she not died.

XXIV. Standards of Satisfactory Academic Progress for Title IV and NJ Financial Aid Program Eligibility

- A. Purpose
This policy defines satisfactory academic progress for all School of Osteopathic Medicine (SOM) matriculating students.
- B. Accountability
The Senior Associate Dean for Academic Affairs, the Associate 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 term. 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 term the Associate 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 term. The program completion rate standards listed below differ between the Traditional curriculum and the Problem Based Learning curriculum due to the different number of total courses required for each of those programs. A student in the Traditional D.O. degree program must complete the following minimum number of courses at the end of each academic term in order to be considered to be making Satisfactory Academic Progress.

While enrolled in the first and second year curriculum:
Terms 1 and 2 – The student must complete 7 courses out of 8 attempted. If the student does not complete 2 courses in one academic term or over both terms of the first year, the student will not be considered making satisfactory academic progress. The student will be placed on a lightened load curriculum.
Terms 3 and 4– The student must complete 10 courses out of 11 attempted. If the student does not complete 2 courses in one academic term or over both terms of the second year, the student will not be considered making satisfactory academic progress. The student will be placed on a lightened load curriculum.

(If needed to complete curriculum) Terms 5 and 6 – Students on the lightened load curriculum must complete all remaining courses in the first or second year curriculum to be considered making satisfactory academic progress.

While enrolled in the third and fourth year curriculum:

Terms 5 and 6 – The student must complete 11 courses out of 12 attempted. If the student does not, the student will not be considered making satisfactory academic progress.

Terms 7 and 8 – The student must complete 8 courses out of 9 attempted. If the student does not, the student will not be considered making satisfactory academic progress.

(If needed to complete curriculum) Terms 9 and 10 – The student must complete all remaining courses in the third and fourth-year curriculum to be considered making satisfactory academic progress.

A student in the Problem-Based Learning (PBL) D.O. degree program must complete the following minimum number of courses at the end of each academic term in order to be considered to be making satisfactory academic progress.

While enrolled in the first and second year curriculum:

Terms 1 and 2 - A student in the PBL curriculum must successfully complete all courses attempted each term during the first two terms of their enrollment. If the student does not, then the student will be offered the option of repeating the first year in the traditional curriculum. If the student does not complete 2 courses in one academic term or over both terms of the first year, the student will not be considered making satisfactory academic progress.

Terms 3 and 4 - A student in the PBL curriculum must successfully complete all courses attempted each term during the third and fourth terms of their enrollment. If the student does not complete 2 courses in one academic term or over both terms of the second year, the student will not be considered making satisfactory academic progress.

(If needed to complete curriculum) Terms 5 and 6 – PBL students who switch to the traditional curriculum must complete all courses attempted to be considered making satisfactory academic progress.

While enrolled in the third and fourth year curriculum:

Terms 5 and 6 – The student must complete 11 courses out of 12 attempted. If the student does not, the student will not be considered making satisfactory academic progress.

Terms 7 and 8 – The student must complete 8 courses out of 9 attempted. If the student does not, the student will not be considered making satisfactory academic progress.

(If needed to complete curriculum) Terms 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 or AS (as well as LP and LPR grades that were in existence prior to academic year 2013-2014)

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, WP, WNC or WF

Not Attempted and Not Completed

Courses with a grade of AUD or NC

2. Cumulative Grade Point Average

Each academic term the Associate 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:

- a) Section IV. Grading
- b) Section V. Remediation
- c) Section VI. Auditing Courses
- d) Section VII. Pre-clinical Years 1 and 2
- e) Section VIII. Clinical Years 3 and 4
- f) Section XI. COMLEX Policy and Procedures
- g) Section XV. Academic Probation
- h) Section XX. Graduation Requirements
- i) Section XXI. Additional Required Clinical Experiences

When courses are repeated and passed, only the grade for the second instance of each course will be calculated toward the determination of satisfactory academic progress. Grades earned at another institution to remediate a failed course will be included in the determination of satisfactory academic progress. Grades earned at another institution by students who transfer to SOM will not be included in the determination of the "C" equivalent.

3. COMLEX

To be making Satisfactory Academic Progress a student must also complete the COMLEX Level 1, Level 2-CE and Level 2-PE. If the student fails any COMLEX three times the student will not be making satisfactory academic progress. Students must successfully complete COMLEX Level 1 to continue third-year rotations. If a student fails COMLEX 1, the student will be required to stop coursework and will be placed on Independent Study and will be placed on

Financial Aid Warning. If a student remains on Independent Study for more than one year, the student will not be making Satisfactory Academic Progress and will not be eligible for financial aid and will be recommended for dismissal. If a student has not successfully completed all COMLEX requirements by the expected graduation date but has completed all other graduation requirements, the student will be designated as a supernumerary student and will be allowed a maximum of one additional year but will be enrolled as less than half-time and will not be eligible for financial aid.

4. Maximum Time Frame

Maximum time frame is defined by SOM as the maximum number of years after first enrollment that a student may complete SOM courses in the full-time pursuit of a degree. Each academic year the Associate Registrar and the Committee will evaluate whether each student can complete the program without exceeding the maximum years in which courses were attempted. A student must complete all requirements for their specific degree program within the maximum time frame specified in the chart below, not including time for approved leave of absence (see Academic Rules and Regulations Section XV. Leave of Absence).

Degree Program	Standard Length	Maximum Length
D.O. - Student enters 1st year (Traditional or PBL)	4 years	5 years
D.O. - Lightened Load	5 years	6 years
D.O. - Student transfers into 2nd year	3 years	4 years
D.O. - Student transfers into 3rd year	2 years	3 years
D.O./J.D.	6 years	7 years
D.O./M.B.A.	5 years	6 years
D.O./M.P.H.	5 years	6 years
D.O./Ph.D.	7 - 9 years	10 years

5. Notification of Lack of Satisfactory Academic Progress

Following the evaluations required by Sections A, B and C of this policy, the Committee will transmit written notification to all students who have not met the standards for Satisfactory Academic Progress, with copies to the Rowan University Office of Financial Aid, Senior Associate Dean for Academic Affairs, Director of Academic Affairs, Associate Registrar and the Center for Teaching and Learning. The notification will indicate the nature of the deficiency, any methods that may be available for correcting the deficiency and any consequences that have resulted or may result, such as probation, suspension or dismissal. A student may re-establish Satisfactory Academic Progress by demonstrating achievement of the required completion rate and/or GPA (C equivalent) and/or COMLEX within the maximum time frame required.

6. Financial Aid Warning

Students who have been determined not to be making satisfactory academic progress will automatically be placed on Financial Aid Warning. While on

Financial Aid Warning the student is eligible for financial aid for a period of one term. No appeal is necessary. The student will be reviewed again at the end of the next term of enrollment. The student must complete the following term'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 term and are still not making satisfactory academic progress by the end of that term are not eligible for financial aid. A student may appeal being designated ineligible for financial aid due to extenuating circumstances such as serious illness or death of a family member. The student must submit a written appeal to the Senior Associate Dean for Academic Affairs or designee. 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 term 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 term of Financial Aid Probation. The Academic Plan includes requirements that must be successfully completed for each successive term in order to continue on the plan and continue to be eligible for financial aid. At the end of each term 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.

12. Dissemination

This policy will be published in the same manner as other academic policies of the school, including online publication and inclusion in all new editions of the Student Handbook and will be reviewed annually. The school will disseminate any additional standards of Satisfactory Academic Progress to all students when they enroll in the degree program.

ACADEMIC TECHNOLOGY

One Medical Center Drive
Academic Center 2nd floor, Suite AC257-258
P.O. Box 1011
Stratford, NJ 08084

Academic Technology is responsible for administration, support and training in academic computing at SOM and GSBS Stratford. For any questions or concerns or assistance regarding academic computing at SOM and GSBS Stratford, please contact **Dr. Patrick Chadd** at **856-566-7116** or email to: chaddpo@rowan.edu.

Services

Academic Technology provides the following services:

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

Hours

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

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

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

If a Banner Org number is to be charged, the request **MUST** include that number and an administrative staff member's name and contact information who can authorize the charge.

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

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

Audio-Visual equipment is signed out on a first come, first served basis. Due to quantity limitations, it is recommended that equipment be reserved in advance. Pickup and Return dates and times will be scheduled, with borrowed equipment being returned as soon as possible after its use. Written approval

must be obtained prior to pick up if equipment is to be borrowed for an extended period of time. Failure to follow these instructions may affect the requestor's borrowing privileges.

Requestors are expected to deliver to, or pick up their work projects or reserved A/V equipment from, the second floor location at AC258.

Blackboard Learn Online Course Materials

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

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

Echo360 Lecture Capture System

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

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

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

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

ExamSoft Computer Based Testing

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

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

one45 Curriculum Management System

one45 is a curriculum management system used across all four years of RowanSOM curriculum. one45 is used to manage student schedules, student evaluations and delivery of student grades. one45 can be accessed at: <https://rowansom.one45.com/> Please contact David Ireland at irelanda@rowan.edu for any support or one45 system access, issues or training.

ResponseWare – Turning Technologies

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

Rowan University Website

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

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

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

ACCREDITATION OF ROWAN UNIVERSITY

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

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

ACCREDITATION OF RowanSOM

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

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

ADMINISTRATION OF ROWAN UNIVERSITY

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

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ADMINISTRATION OF RowanSOM

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Regina Wilmes, M.Ed., *SOM Registrar*

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Adarsh Gupta, D.O., *Research*
Deborah A. Podolin, Ph.D., *Student Academic Progress*

ADMISSIONS

Office of Admissions

Rowan University School of Osteopathic Medicine
113 E. Laurel Road
P.O. Box 1011
Stratford, NJ 08084-1501
Telephone: (856) 566-7050
Fax: (856) 566-6895
E-Mail: somadm@rowan.edu

Academic Requirements

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

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

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

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

Behavioral Science

One year in the areas of psychology, sociology,
or cultural anthropology is required..... 6

Biology

Two years of biology are required and are ordinarily
sufficient to prepare the student for the beginning
work in osteopathic medical school. Courses should
include introductions to the natural history, evolution,
genetics, embryology, structure, and function of animals 8

Chemistry

Chemistry, including eight semester hours (or a one-year course with laboratory) of inorganic chemistry and eight semester hours of organic chemistry (or a one-year course with laboratory), is required 16

Physics

A college course in physics, with a laboratory, is required. In addition to the classical introduction to mechanics, electricity, magnetism, and optics, modern concepts of the atom, nuclear structure, and isotopes should be included 8

English

One year of English is required, which must include one semester of English composition. An additional course from the English department will fulfill the requirement. (One full year of English writing is highly recommended.) 6

Mathematics

One year of college-level mathematics is required; one semester may be satisfied with a course in computer science or statistics. (Calculus is highly recommended.) 6

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

Accepted Students Day

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

Application Procedures

Rowan University School of Osteopathic Medicine participates in the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). Applications are available on or before June 1 and may be completed and submitted between June 1 of the prior year and February 1 of the year of desired admission. Application forms for admission into the first-year class may be completed online at: <http://www.aacom.org>.

See also, [RowanSOM Residency Statement](#)

AACOMAS

You can contact AACOMAS at the address or phone number listed below:

7700 Old Georgetown Road, Suite 250
Bethesda, MD 20814

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

Ordinarily, AACOMAS processes applications in four to six weeks.

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

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

Combined Degree

B.A./D.O. Degree

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

Paula Watkins, Assistant Dean for Admissions
RowanSOM
(856) 566-7050

somadm@rowan.edu

http://www.rowan.edu/som/education/degree_programs/combinedDegrees.html

Dual Degree Programs

D.O./Ph.D. Program Error! Bookmark not defined.

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

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

GSBS at Rowan University, Stratford
Rowan Medicine, Suite 2200
42 E. Laurel Road
Stratford, NJ 08084
Telephone: (856) 566-6282
E-mail: gsbs-stratford@rowan.edu

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

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

Bernadette West, Ph.D.
School of Public Health, Rutgers University
westbm@sph.rutgers.edu
(732) 235-4535
http://sph.rutgers.edu/academics/degrees/do_mph.html

D.O./J.D. Program with Rutgers University School of Law

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

Kimberly M. Mutcherson, J.D.
Vice Dean and Professor of Law
Rutgers Law School
(856) 225-6549
mutchers@camden.rutgers.edu

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

The Rowan University School of Osteopathic Medicine, in conjunction with the Rohrer College of Business of Rowan University, offers a program leading to a dual degree of a Doctor of Osteopathic Medicine (D.O.) and a Master of Business Administration (M.B.A.).

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

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

Daniel McFarland, Program Director
Rowan University Rohrer College of Business
201 Mullica Hill Road
Glassboro, NJ 08028-1701
Phone: (856) 256-5220
Fax: (856) 256-4439

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

Admission Procedures to Apply to the Problem-Based Learning Curriculum

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

Director of the PBL Program at SOM
Victor Scali, D.O.
Rowan University School of Osteopathic Medicine
University Education Center
40 E. Laurel Rd., Room 2081
P.O. Box 1011
Stratford, NJ 08084
Phone (856) 566-6734
Email: scali@rowan.edu

Commitment to Underrepresented Minority and Economically Disadvantaged Students

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

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

Confidentiality Policy

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

Criminal Background Check (CBC)

Purpose

Pursuant to the Joint Commission on Accreditation of Health care Organizations, (JCAHO) Standard HR 120, each hospital will verify the criminal backgrounds of all who provide care in the institution, including students. Given this information Rowan University School of Osteopathic Medicine, (RowanSOM) will obtain a criminal background check on all applicants upon their conditional acceptance

to our medical school. The purpose of conducting a criminal background check prior to admission is to ensure the health, welfare and safety of patients and others at RowanSOM.

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

Process for Conducting and Reviewing Background Checks

Individuals to whom this policy applies must sign a form authorizing RowanSOM to have a criminal background check performed on them by a consumer reporting agency engaged by RowanSOM to conduct such checks and complete an Accepted/Applicant/Enrolled Student 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 to the background check will disqualify the students from acceptance to the medical school.

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

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

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

Internal Process for Evaluation of Criminal Background Checks

After receipt of the student authorization form and Disclosure form, the Admissions Office will process the criminal background check to be conducted by the consumer reporting agency engaged by RowanSOM. An ad hoc committee will be formed in the event of a finding of the review. If there is a finding, applicants will have the opportunity to submit written comments to the Admissions Office within five (5) calendar days of the date the Office notifies the applicant that his/her file is being referred to the Committee.

The Ad Hoc Committee will be established by the Dean and will include the Assistant Dean for Admissions, Assistant Dean for Student Affairs, the Senior Associate Dean for Academic Affairs and any others deemed appropriate by the Dean. An attorney from the RowanSOM General Counsel Office may serve as counsel to the Committee. The Committee shall meet on an as-needed basis to review applications referred to it by the Admissions Office. As necessary, Committee members may participate by telephone. The Committee will review the background check report, any additional information provided by the applicant, and any other information it considers relevant. RowanSOM may independently seek additional information about the incident that is the subject of the report. If it does so, it will share any additional information obtained with the Committee and the applicant.

Students may be asked to appear before the committee to explain the findings on the criminal background check. Each case will be considered on an individual basis. Offers of admission will not be considered final and enrollment will not be permitted until the background check, with results deemed favorable by RowanSOM. If the results of the background check(s) are not deemed favorable by RowanSOM, or if information received indicates that the student has provided false or misleading statements, has omitted required information, or in any way is unable to meet the requirements for completion of the program, the admissions may be denied or rescinded, or the student may be disciplined or dismissed.

Students must also agree to notify the RowanSOM of any convictions, guilty pleas or no contest pleas to any crime, misdemeanor or other offense and of any arrest, charges or investigations by any law enforcement authorities or professional licensing authority, 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 RowanSOM as soon as possible, and in no event later than ten working days following the event.

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

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

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

Essential Functions for Admissions, Matriculation, Promotion and Graduation

The Rowan University School of Osteopathic Medicine is pledged to the admissions and matriculation of qualified candidates. Rowan University and RowanSOM policy is that all students, employees and applicants have equal opportunity. Discrimination against applicants due to race, color, religion, gender, sexual affectation and orientation, gender identity, national origin, disability, age, military status, veteran status and any other category protected by applicable law, is illegal.

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

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

Observation

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

Communication

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

Motor

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

Professionalism

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

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

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

Intellectual, Conceptual, Integrative and Quantitative Abilities

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

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

A student whose behavior or performance raises questions concerning his or her ability to fulfill the essential functions may be required to obtain evaluation and/or testing by a health care provider designated by the School, and to provide the results to the Student Health Service for the purpose of determining whether the student is fit to pursue the educational program. If the student is deemed fit to pursue the program, the School reserves the right to require actions recommended by the health care provider, including further testing, counseling, monitoring, leave of absence, etc.

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

Disability Services are provided by the Center for Teaching and Learning (CTL) staff who facilitate the provision of these services and accommodations for students. Accommodations are determined on an individual basis using disability documentation and in consultation with the student. Students seeking accommodations should contact the CTL staff at 856-566-6792. Additional information is also available on the CTL website: <http://www.rowan.edu/som/education/CTL>.

Inability to Perform Essential Functions and Students with Impairments

If a student's behavior or performance deviates significantly from the requirements of the Essential Functions or suggests that the student may not be able to fulfill all of the Essential Functions, the School shall designate an appropriate official(s) to engage in a dialogue with the student. Such dialogue shall explore whether resources are available to assist the student, whether an evaluation by a health care

provider or other evaluator is appropriate, and whether the student is otherwise qualified to participate in the academic program, with or without reasonable accommodations. This impairment may be due to substance and/or alcohol abuse or dependency, mental disorder, or other medical disorders. Signs and symptoms of such impairment could include, but are not limited to, a pattern of the following:

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

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

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

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

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

Housing

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

Immunization and Health Requirements

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

EXHIBIT A Summary of Student Immunization and Health Requirements*

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

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

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

Policy on Tuition and Fees

Tuition and fees for each semester are payable in advance. There is a late fee of \$50.00 per month for unpaid balances. A student receiving financial aid is subject to loan conditions. A student may arrange with the Business Office for a deferred payment plan as follows:

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

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

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

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

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

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

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

Students repeating one course for credit will be assessed 25% of the full tuition. Students repeating two or more courses for credit will be assessed 50% full tuition. Students in a lightened load curriculum will be responsible for 100% of applicable student fees.

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

Prerequisites

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

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

In addition, a letter of recommendation from the Pre-Professional Advisory Committee or letters of recommendation from two science faculty are required. No application will be reviewed by the Admissions Committee until letters of recommendation, MCAT scores, the secondary application, and related fees have been received. Official transcripts shall be obtained directly from all colleges and

universities which the student has previously attended. Those applicants whose credentials are judged to be most competitive will be invited for an interview. Interviews are not granted at an applicant's request. Applicants who are not considered for the first round of interviews may be considered for further review. Candidates whose credentials are considered non-competitive will be notified in a timely manner. Deadline for submission of all application materials to RowanSOM's Admissions Office is February 1st of the year in which admission is desired.

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

See [RowanSOM Residency Statement](#).

Student Body

The total enrollment in the 2015–2016 academic year was 647; of this total, 301 were women and 343 were from minority groups, 187 from underrepresented minority groups, and 600 were New Jersey residents.

Transfer Procedure

- A. Applicants may request a transfer into the second (2nd) and third (3rd) year class. Transfer requests will be reviewed by the Senior Associate Dean for Academic Affairs, the Chair of the Admissions Committee and the Assistant Dean for Admissions. Applicants requesting a transfer must submit the following documents:
 1. A letter officially requesting the transfer along with the reason for the transfer request.
 2. Transcripts from each institution in which the applicant matriculated, including: undergraduate, graduate school and medical school transcripts. Applicants must submit grades from all programs attended, along with course descriptions of all courses they've completed at their current medical school.
 3. An official copy of their MCAT score
 4. Applicants requesting a transfer into the third (3rd) year class must submit the results of their COMLEX Board scores.
 5. Copy of their Criminal Background Check results
 6. If an applicant has previously applied to RowanSOM the admissions office will obtain their AACOMAS application from the application cycle in which they applied, along with their previous letters of recommendation, transcripts and MCAT scores.
- B. Transfer requests will not be granted to applicants for the following reasons:
 1. The student is not in good academic standing at their current institution
 2. The student has failed their COMLEX Board Exam
 3. The student was interviewed and rejected by the Admissions Committee on a previous application to RowanSOM

C. Transfer requests may be granted if the following is verified:

1. The applicant is in good academic standing
2. Any student applying for a transfer must have a face-to-face or video interview
3. A letter from the appropriate Dean verifying that the student has no honor code or non-academic disciplinary actions.
4. The student passed their COMLEX Board Exam (if requesting a transfer into 3rd year)
5. The student has cleared a criminal background check
6. It has been determined by the Associate Registrar that there is space available in the class in which the student is being considered.

D. Transfer requests are only considered for applicants attending an osteopathic medical-school accredited by the Commission on Osteopathic College Accreditation.

<http://www.rowan.edu/som/education/admissions/transferpolicy.html>

Deferment Policy

1. Accepted students have no “Right” to a deferment.
2. Only accepted applicants may request a deferment.
3. Applicants may request a deferment for the following reasons:
 - a. Illness
 - b. Death of a family member
 - c. Military requirements
 - d. Other non-academic crisis that will seriously impact the applicant’s ability to succeed as a medical student
4. Applicants requesting a deferment will be expected to provide documentation of the condition for which a deferment is requested. The documentation should be sent to the Assistant Dean for Admissions.
5. The Assistant Dean for Admissions in consultation with the Senior Associate Dean for Academic Affairs will make a decision regarding the deferment.
6. The Applicant may appeal unfavorable decisions to the Senior Associate Dean for Academic Affairs.
7. No Deferments will be considered within two weeks of the registration date.
8. A Deferment, when granted, is for one year only. Should an applicant need additional time, he/she would be required to reapply to the school.

Transfer Credit for Advance Standing in Science Courses

Students who want individual courses previously taken at another institution to count towards their RowanSOM degree requirements are required to submit official grades achieved in each course for which they want the requirement waived. Only courses that were taken and passed from an accredited graduate institution of higher education will be accepted. The student completes a form requesting Advanced Standing and the Course Director reviews the transcript and other course materials. If approved by the Course Director, a grade of Advanced Standing (AS) will be recorded on the student’s transcript for the course.

Transfer Credit for Transfer Students

Transfer students applicants who are seeking credit for one or two academic years spent at another COCA accredited osteopathic medical school must submit an official transcript showing the grades achieved in each completed course. In addition, they must submit course descriptions for the courses completed at their current medical school. The Senior Associate Dean for Academic Affairs reviews transfer student transcripts looking for equivalency of course work. If there is a deficiency in comparison to our curriculum, summer course work prior to a second-year transfer or additional course work during the academic year may be necessary to meet our required competencies.

Tuition and Fees

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

Applicant Fees

Application fee/Processing fee \$ 95.00 NR

RowanSOM requires payment of this fee. However, the fee is to be paid only one time per application year, whether applying to one or all schools.

Tuition Deposit \$ 195.00 NR

Each student selected for admission is given notice of favorable action on his/her application and is allowed two weeks to decide to enroll. (After July 15, the accepted applicants must reply within one week.) The fee includes a non-refundable \$95 criminal background check fee.

NR=Non-refundable

RowanSOM Tuition & Fees for 2017-18 (per academic year):

	NJ Resident	Non-NJ Resident
Tuition	\$39,156.00	**\$62,823.00
General Services Fee	\$660.00	
Technology Fee (1 st year only)	\$329.00	
Technology Fee (years 2, 3 & 4)	\$300.00	
Medical Kits (1 st year only)	\$1,100.00	
Computer Fee (1 st year only)	\$1,145.00	
National Boards Course (2 nd year only)	\$1,059.00	
Board Prep Fee (billed in 3 rd yr for 4 th year)	\$1,059.00	
Health Insurance Fee*	\$3,785.00	
Disability Insurance Fee	\$56.00	
Graduation Application Fee (4 th year only)	\$65.00	
Maintaining Matriculation Fee	\$50.00	

*Health Insurance is an annual payment for single student. Arrangements may be made to provide insurance for spouse and/or dependent(s) through the student insurance plan. Automatic enrollment in

the student health plan offered through the University or completion of the online waiver indicating comparable coverage through an approved plan. <http://www.firststudent.com/>

Also see, "SOM Cost of Attendance" at
http://www.rowan.edu/som/financialaid/cost/documents/1718_SOM_Budget_060917.pdf

and ** **RowanSOM Residency Statement:** [2017 RowanSOM Residency Statement](#)

ASSESSMENT AND EVALUATION

Office of Assessment and Evaluation

Pam Basehore, Ed.D., M.P.H., Associate Dean
One Medical Center Drive, Suite 210
P.O. Box 101
Stratford, NJ 08084-1501
Telephone: (856) 566-6070
Fax: (856) 566-6341
E-mail: basehore@rowan.edu

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 in order to promote patient safety in the delivery of quality health care. The assessment office provides the critical infrastructure needed to support the assessment process in three major areas:

Curriculum and Program Effectiveness

An annual review of the curriculum including all courses and core rotations is conducted by the Assessment Office. Student survey feedback on course content and delivery, teaching and instruction, and quality of the experience is a critical component of the review. Student performance compared to institutional trends and national benchmarks are key indicators that are measured as determinates of course performance.

Student Performance Outcomes and Overall Competence

Learner assessment targets measurable student outcomes linked to the school's overall mission. Performance measures focus the evaluation of established learning competencies. The competencies span the domains of medical knowledge, patient care, osteopathic principles and practice, interpersonal and communication skills, practice-based learning and improvement, and systems-based practice. For a detailed list of all competencies, refer to the assessment website at http://www.rowan.edu/som/education/assess/documents/Curriculum_Competencies_RowanSOM.pdf.

Students' performance on course and clerkship exams and clinical evaluations are specifically linked to the SOM competencies. Longitudinal datasets track student performance measures across all four years. Data collected on each student include admissions data (MCAT, GPA, etc.), medical school performance (grades, competency scores, capstone clinical skills exam, national testing scores, etc.), residency placement and performance data. A capstone Clinical Skills Competency Examination is required of all students at the end of the third year. The practical exam measures student competence in history taking, physical exam, OMM and documentation and communication skills. Students are also required to pass all courses/clerkships (See Section IV of Academic Rules and Regulation for specific grading requirements) and specified national exams (See Section XI of Academic Rules and Regulations for specific COMLEX requirements) as measures of their overall performance and competence.

Academic Performance Outcomes

The school monitors academic performance outcomes as a measure of its success. Admission and retention trends, as well as the accomplishments of the alumni, including licensure, residency

completion, board certification and practice patterns, are important indicators that are tracked over time.

A full-range of assessment strategies and educational technologies are utilized in the assessment process. Data are gathered from multiple internal and external sources, analyzed and interpreted in the context of institutional and national benchmarks, and disseminated to students, faculty, administrators, and other key stakeholders as part of a 360 degree continuous quality improvement effort.

For more information, refer to <http://www.rowan.edu/som/education/assess/index.html>.

BOARD OF TRUSTEES OF ROWAN UNIVERSITY

<http://www.rowan.edu/president/board/members/>

CAMPUS INFORMATION

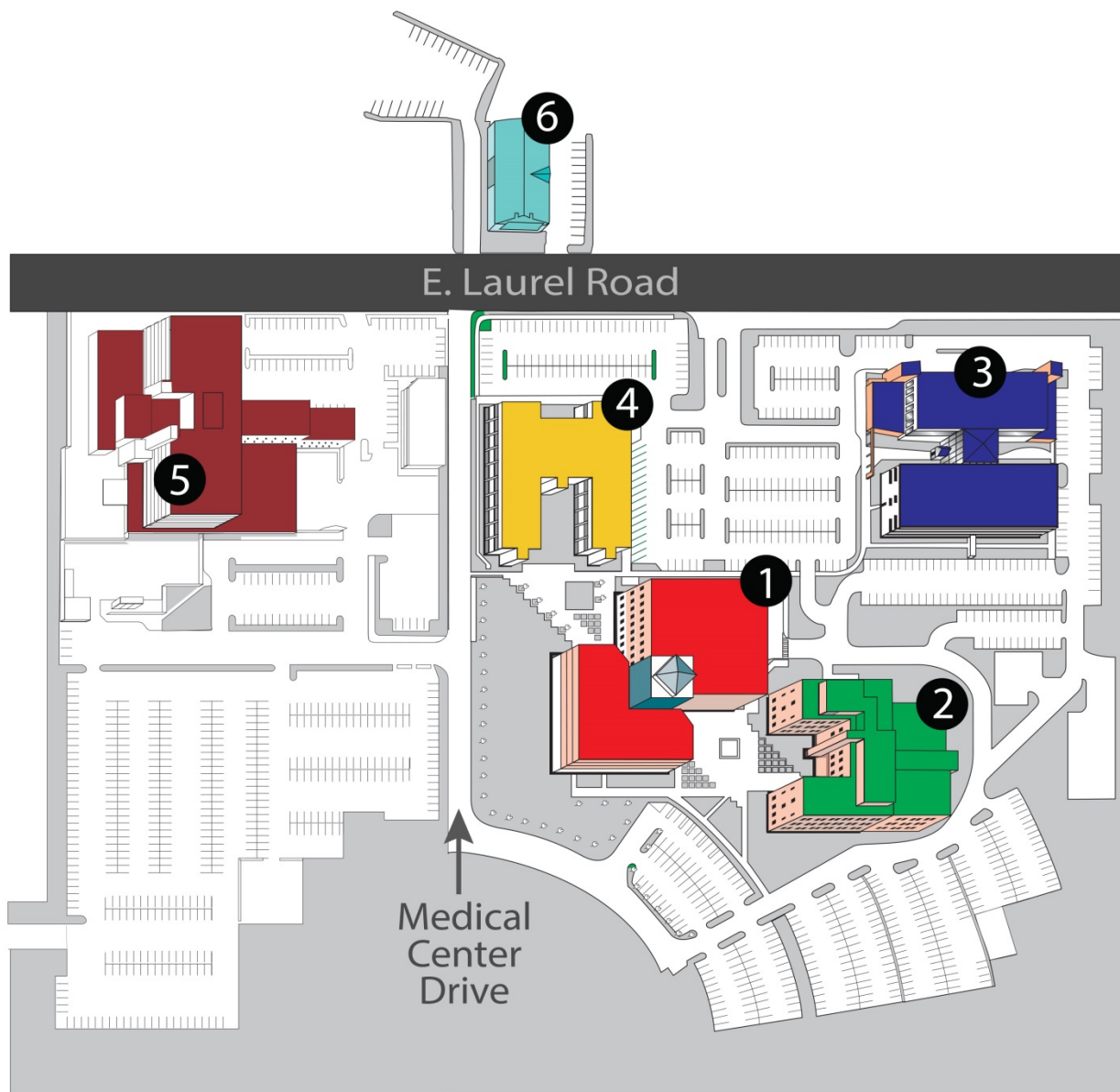
The Rowan University School of Osteopathic Medicine's campus is located in Stratford, New Jersey. A quiet suburban community, Stratford is located 10 miles from downtown Philadelphia, 40 miles from Atlantic City and about 90 miles from Manhattan. Few areas of the country can match the excellent quality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

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

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

The University Educational Center (UEC) is home to a student lounge, classrooms, and administration services, including Financial Aid, Cashier, Grants and Contracts, Operations and Public Safety.

113 E. Laurel Road is a secured access building, with classroom facilities, student study areas, a large multipurpose kitchen/meeting area and office spaces. Acquired as a rental property in 2016, this building houses our Admissions office and our Problem Based Learning students.



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

CENTER FOR TEACHING AND LEARNING (CTL)

Jacqueline Giacobbe, M.S.Ed., M.A., Director
One Medical Center Drive, Suite 210
P.O. Box 1011
Stratford, NJ 08084-1501
Telephone: (856) 566-6792
Fax: (856) 566-6341
E-mail: giacobja@rowan.edu
Website: www.rowan.edu/som/education/CTL

The Center for Teaching and Learning (CTL) was established to maximize the educational experience of the osteopathic medical student, as well as to support and enhance the instructional methods used by RowanSOM faculty. For students, the Center focuses on strengthening academic skills relevant to basic science and clinical coursework as well as addressing challenges posed at crucial points in the curriculum. In this vein, the Center provides a variety of supportive academic services, including 1) individual consultation on learning issues, 2) group workshops on topics related to academic success, and 3) board preparation programs and support.

Disability Service/ Accommodation Requests

The CTL office coordinates all disability services on the Stratford Campus. Students needing to pursue accommodations should contact the office at 856-566-6792. Requests should be submitted at least two weeks before the accommodations are needed. Additional information on the application process can be found on the website:

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

<http://www.rowan.edu/som/education/CTL/REQUESTFORDISABILITYACCOMMODATIONS.pdf>

CLINICAL EDUCATION & ASSESSMENT CENTER (CEAC)

Clinical Education & Assessment Center/ (CEAC)

Sima Bennett, MPH, RD, Director
Rowan Medicine Building - Suite 3700
P.O. Box 1011
42 East Laurel Road
Stratford, NJ 08084-1354
856-566-6172
bennetsc@rowan.edu

The RowanSOM Clinical Education & Assessment Center is a teaching and testing facility designed to support use of simulation activities for predoctoral and postgraduate medical training and evaluation, as well as other health science programs on the Stratford campus. Using standardized patients (patient actors), clinical encounters are designed around specific performance objectives – for instance, properly auscultating the heart, use of a screening instrument to assess falls risk, or counseling a victim of domestic abuse – typically a mix of communication and clinical practice skills. The objectives are taken from course work in the pre-clinical years, or to augment the curricula of the various clinical departments during rotations in the clinical and post-doctoral years.

For each encounter, realistic scenarios are created, typically placing the learner in an ambulatory setting facing a patient with a specific problem or need, a medical history, and a medical record. Learner performance is checked against a pre-set list of performance criteria appropriate for the clinical scenario. For instance, in the case of a patient complaining of abdominal pain, the learner's asking about exacerbating factors is evaluated alongside his/her proper demonstration of palpation of the liver, use of plain language to explain his/her findings, and appropriate documentation.

Simulation activities are often used as high-stakes exams to assess student competence. All encounters are digitally recorded and archived to remain accessible for teaching and research activities. Learners are given feedback on their performance using a combination of approaches, which may include one-on-one sessions with faculty, written feedback from patient actors, or group discussion.

CODE OF ETHICS OF THE AMERICAN OSTEOPATHIC ASSOCIATION (AOA)

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

Section 1

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

Section 2

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

Section 3

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

Section 4

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

Section 5

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

Section 6

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

Section 7

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

Section 8

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

Section 9

A physician should not hesitate to seek consultation whenever she/he believes it advisable for the care of the patient.

Section 10

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

Section 11

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

Section 12

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

Section 13

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

Section 14

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

Section 15

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

Section 16

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

Section 17

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

Section 18

A physician shall not intentionally misrepresent himself/herself or his/her research work in any way.

Section 19

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

CONTINUING MEDICAL EDUCATION

Continuing Medical Education

RowanSOM

One Medical Center Drive, Suite 210

P.O. Box 1011

Stratford, NJ 08084

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

Phone: 856-566-6358

Email: Joshua S. Coren, DO, MBA, FAOFP, Director, corenjo@rowan.edu
Tara Shontz, Administrative Coordinator, shontzt@rowan.edu

CME Mission Statement

Purpose

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

Content

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

Activities

CME activities are designed to meet the educational and professional needs of physicians and allied healthcare providers. CME activities may include lectures, conferences, seminars, grand rounds, etc. that are provided onsite, online and on demand. Activity presenters may include local physicians, guest faculty, and regional and national topic experts.

Expected Outcomes

As a result of participating in CME activities, it is expected that physicians and other health care professionals will enhance clinical skills and improve patient care. Evaluations by participants are used to determine educational needs and the development of and improvements to future programs.

Accreditation

RowanSOM is accredited by the American Osteopathic Association (AOA) to provide osteopathic continuing medical education. For successful completion of activities and subsequent awarding of credits, individuals are required to participate in the entire activity session and complete an outcome survey and activity evaluation, as well as an attestation form. RowanSOM will report CME and specialty credits commensurate with the extent of the physicians participation.

FACULTY of RowanSOM 2016-2017

[AY17-18 Faculty of RowanSOM](#)

FINANCIAL AID for RowanSOM STUDENTS

The Office of Student Financial Aid is located in the University Education Center. Its purpose is to coordinate financial aid activities for all students on the Stratford campus. Office hours are Monday, Tuesday, Thursday and Friday 8:30 am to 4:30 pm. The office is closed to students on Wednesdays for processing.

Student Financial Aid

40 E. Laurel Road, Suite 1030

P.O. Box 1011

Stratford, NJ 08084

Telephone: (856) 566-6044

Fax: (856) 566-6015

RowanSOM Residency Statement: [2017 RowanSOM Residency Statement](#)

The Bursar's Office/ Business Office/ Cashier

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

Tina Vinciguerra

Head Cashier

vinciguerrat@rowan.edu

Cashier's Office

40 E. Laurel Road, Room 1129

P.O. Box 1011

Stratford, NJ 08084

Telephone: (856) 566-6791

Fax: (856) 566-6157

Financial Aid

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

Financial aid is awarded on the basis of need and enrollment certification. Need is the difference between the student's ability to contribute and the cost of attendance. Parental data is required to be considered for **some** Title VII programs. An individual's financial need is determined by subtracting the Expected Family Contribution (EFC) from the Cost of Attendance (COA). The EFC represents an estimate of one's ability to contribute to his / her educational costs and is determined through an analysis of the Free Application for Federal Student Aid (FAFSA), or renewal FAFSA. This federal standard need analysis is called Federal Methodology (FM) written into law by Congress. Rowan University expects that students will contribute to their fullest from income and assets in meeting expenses.

A financial aid award is applied to the student financial aid account when the student file is complete. A completed financial aid file consists of the **Free Application for Federal Student Aid** (FAFSA) for the relative academic year, the **Financial Aid Internal Application**, entrance counseling and a Master Promissory Note (MPN) for all new borrowers. Occasionally, supplemental supporting documents will be requested by the aid administrator before awards can be made. An award may consist of a "package" of loans, scholarships, grants and Federal Work Study. Most financial need is met primarily through a combination of loan programs.

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

Federal financial aid recipients who withdraw from all courses for any reason, including medical withdrawals, may no longer be eligible for the full amount of federal financial aid funds received for the semester. The Student Financial Aid Office will calculate the amount of federal financial aid to which the withdrawn student is entitled relative to the date of withdrawal. Based on this calculation, the student may be responsible for repaying a portion of the financial aid received.

Student Financial Aid Handbook

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

Sources of Financial Aid

Federal Programs

1. Federal Direct Loan (Unsubsidized) - Department of Education Title IV Program. Interest is unsubsidized and is currently fixed at 6% for loans disbursed on or after 7/01/17 and before 7/01/18. Loan fees are assessed at 1.069% for all loans disbursed prior to 10/01/17. First

disbursements made on or after 10/01/17 and before 10/01/18 are assessed at 1.066%. Annual and lifetime aggregate loan limit amounts apply.

2. Primary Care Loan - Department of Health and Human Services Title VII Program. Must demonstrate need as defined by Federal Government. Interest is subsidized and is fixed at 5%. Primary Health Care residency and practice is required for the life of the loan.
3. Loans for Disadvantaged Students - Department of Health and Human Services Title VII Program. Must demonstrate exceptional financial need using current HHS standards. Interest is subsidized, and is fixed at 5%. Parental information is required on the FAFSA.
4. Federal Work Study Program - Department of Education Title IV Program. Must demonstrate financial need as defined by the Federal Government.
5. Direct Graduate PLUS Loan (Unsubsidized). Maximum loan amount can be up to the cost of attendance for the relative class year, less any other aid awarded. Interest rate is currently fixed at 7%. Loan fees are assessed at 4.276% for loans disbursed on or after 10/01/16 and before 10/01/17. First disbursement made on or after 10/01/17 and before 10/01/18 is assessed at 4.264%. A satisfactory credit history is required.

State Programs

1. Educational Opportunity Fund (EOF) - A New Jersey grant program for students from disadvantaged backgrounds as defined by the State. The maximum grant is \$4,350.00 per year. Parental information may be required.
2. New Jersey College Loans to Assist State Students (NJCLASS) – (Unsubsidized) The rate is fixed depending on option chosen by the borrower. A satisfactory credit record is required (co-signer option is available if the borrower is unable to meet credit requirements).

School of Osteopathic Medicine

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

Foundation Programs

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

External Scholarship/Grant Opportunities

The Office of Student Financial Aid has composed a list of external scholarship/grant programs that our students may be eligible for. Please note each program has a different application date and process. Go to <http://www.rowan.edu/som/financialaid/news/index.htm> . Click on **Private Scholarship and Grants** or the **Financial Aid Handbook**.

GRADUATE MEDICAL EDUCATION

Graduate Medical Education

Academic Center
1 Medical Center Drive, Suite 162
P.O. Box 1011
Stratford, NJ 08084
(856) 566-7121

http://www.rowan.edu/som/education/graduate_medical/index.html

The RowanSOM Office of Graduate Medical Education (GME) works jointly with Kennedy University Hospitals (KUH) and Our Lady of Lourdes Medical Center (OLOL) to administer over 25 internship, residency, and fellowship programs at 4 hospitals and numerous ambulatory settings in the Southern New Jersey region. The strong alliance of RowanSOM and these hospitals began over thirty (30) years ago and continues to provide trainees with excellent educational opportunities in one of the nation's largest osteopathic graduate medical education programs. RowanSOM faculty deliver lectures, mentor, coach at the bedside, develop unique curricular opportunities, and involve trainees in research projects.

In addition to providing over 240 housestaff with exceptional faculty supervision, the GME office works with fulltime and volunteer faculty to provide in-person and online educational programming; coordinates the application, interview, and Match process for all RowanSOM/KUH/OLOL programs; advises RowanSOM students on all manner of GME issues; represents the RowanSOM/KUH/OLOL programs at national conferences and at the AOA; assists programs with mandatory accreditation inspections; and oversees all contracting, completion certificates, and verifications for all current and former housestaff.

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

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

Osteopathic Postdoctoral Training Institution of New Jersey (RowanSOM OPTI of NJ)

Academic Center
1 Medical Center Drive, Suite 162
P.O. Box 1011, Stratford, NJ 08084
(856) 566-7121 http://www.rowan.edu/som/education/graduate_medical/index.html
For Students: http://www.rowan.edu/som/education/graduate_medical/timeline.html

The RowanSOM OPTI of NJ is an educational consortium of the Rowan School of Osteopathic Medicine and the following New Jersey hospitals/hospital systems:

Kennedy University Hospitals
Our Lady of Lourdes Medical Center
CarePoint Health – Christ Hospital
Cooper University Hospital
Atlantic Health System
Inspira Medical Center, Vineland

The members of the OPTI sponsor over 40 different osteopathic internships, residencies, and fellowships at a variety of full-service urban and suburban community hospitals. The programs consist of over 400 individual housestaff on a yearly basis and recruit heavily from the graduates of the Rowan School of Osteopathic Medicine.

Founded in 1999, the Rowan SOM OPTI of NJ provides academic and leadership oversight on behalf of the AOA and the osteopathic specialty colleges over a broad range of osteopathic programs, including multiple programs in primary care, ambulatory fellowships, and hospital-based residencies. The OPTI also provides support with lectures, online training, educational leadership opportunities, research, and fulltime access to the resources of the RowanSOM Health Sciences Library.

For information about the osteopathic internship, residency, and fellowship programs at our OPTI partners, including applying for programs, please use the following phone numbers:

RowanSOM/Kennedy/Lourdes please call (856) 566-7121
Christ Hospital please call (201) 795-8201
Cooper University Hospital please call (856) 342-2922, Ext. 9, Ext. 3.
Atlantic Health System please call (908) 971-7257
Inspira Medical Center, Vineland please call (856) 641-8661
Bayonne Hospital please call Theresa Cruz at 201-858-7651.

HISTORY OF ROWAN UNIVERSITY

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

HISTORY OF ROWAN UNIVERSITY SCHOOL OF OSTEOPATHIC MEDICINE

The Rowan University School of Osteopathic Medicine (RowanSOM) was founded on December 17, 1976. The school was founded by legislation authorizing funding for a new osteopathic medical school in southern New Jersey. Gaining approval for the legislation was not easy. Thanks to the persistence and energy of Senator Joseph Maressa, Dr. Howard Levine and Dr. Joseph Riley, the legislation was approved, creating what began as the University of Medicine and Dentistry of New Jersey (UMDNJ). Since then, there have been countless milestones, accolades and remarkable growth in new programs, faculty, staff and students. The physical campus has also experienced tremendous growth, expanding from one building in 1977 to four dynamic centers dedicating to teaching, healing and discovering.

To initiate the educational program, a plan was developed to use the basic science facilities at Rowan University Rutgers Medical School (now Robert Wood Johnson Medical School) in Piscataway for the first two years of the curriculum, and affiliated community hospitals in southern New Jersey for the last two years. Shortly thereafter, on September 7, 1977, the first class with 24 students began its osteopathic medical training.

RowanSOM's first affiliate and its current principal teaching hospital is Kennedy University Hospital, with divisions in Stratford, Cherry Hill and Washington Township.

Over the years, RowanSOM has greatly expanded. In 1987, the School opened the Specialty Care Center. In 1989, the adjoining Primary Care Center building was purchased. In July of 1990, RowanSOM completed the first phase of the Science Center and became a unified four-year campus in Stratford, two full years ahead of schedule. In the fall of 1993, the Academic Center was opened and completed the campus by providing students with state-of-the-art teaching facilities.

On July 1, 2013, the School of Osteopathic Medicine became part of Rowan University. The integration of SOM with Rowan made the only the nation's second university with medical schools offering both DO and MD degrees. The legislation also granted Rowan status as New Jersey's second public comprehensive research university.

Rowan's 10-year plan includes increasing research funding and collaboration and expanding student enrollment throughout the institution, including the SOM and the Graduate School of Biomedical Sciences.

INFORMATION RESOURCES AND TECHNOLOGY (IRT)

Information Resources and Technology

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

Acceptable Use Policy

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

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

Computing Accounts and Password Management

SOM students are provided accounts on the following systems:

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

Students will use the same username/password to access all these computing services. You can reset your password at <https://id.rowan.edu>. Your synchronized password will automatically update all services listed above.

If you need password assistance, please contact the IRT Service Center by calling (856) 256-4400.

Computer Labs for Students

University Doctor's Pavilion, Room 3006

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

Wireless computing and printing services are available and the Computer Lab is ID badge accessible 24/7.

Atrium - Academic Center, 2nd floor, Open Area

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

Academic Center, Room 273

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

Wireless computing and printing services are also available. Students may use the Computer Lab 24/7.

Requests for scheduled access are made through The Center for Teaching and Learning, 856-566-6792.

Access to Computer Labs

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

General Information

RowanSOM has access to two Information Resource and Technology groups:

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

For more information about Rowan University IRT services, go to <http://www.rowan.edu/som/ist/>.

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

Hours:

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

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

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

Glossary

RUID stands for "Reserved University ID."

Your RUID (“Reserved University ID”) is the first part of your @rowan.edu email address. For example: smithjh@rowan.edu

“smithgh” is your RUID.

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

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

Printing Support

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

Wireless Coverage

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

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

LIBRARY

RowanSOM Health Sciences Library

Academic Center

P.O. Box 1011

One Medical Center Drive

Stratford, NJ 08084

(856) 566-6800

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

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

Borrowing Privileges

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

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

Reserve Collection

The Library's Reserve Collection includes materials used for course work in RowanSOM's Curriculum. The Library owns multiple copies of required texts for each course, as well as copies of recommended textbooks, DVDs, software and other materials used in the curriculum. Materials in the Reserve collection may be borrowed for two hours for in-Library use. Students may borrow up to two Reserve items for over-night use, from one-half hour before closing until no later than one-half hour after opening on the following day. Over-due fines of \$5.00 per hour are imposed for Reserve materials that are returned late. Electronic course reserves can be found on the Library's homepage.

Board Review Collection

The Library has a significant collection of both print and online resources to support students studying for board examinations, parts 1 and 2. The print materials in this collection may be borrowed for 7 days, with no renewals. There is an overdue fine of \$1.00 per day for these resources.

Library Hours

Monday-Thursday	8:00am – 12:00pm
Friday	8:00am – 6:00pm
Saturday	9:00am – 5:00pm
Sunday	12:30pm – 8:00pm

Library hours on Fridays/Saturdays/Sundays are extended during the academic year as additional staffing becomes available.

Information Resources

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

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

The Library's homepage features Subject Guides which have been created to correspond with the medical school curriculum. These Guides direct students to the resources required and recommended for their four years at SOM. Links to Reserve materials, media, relevant e-books and journals are included in the subject guides for each course. In addition, Subject Guides have been created for the RowanSOM Faculty Bibliography, online tutorials, and on health and wellness related topics, medical education and research.

Access to the online databases, and full-text resources is available free-of-charge to all registered students and the faculty and staff at the Rowan University School of Osteopathic Medicine. Users are required to authenticate/pass through the Library's proxy server to access these resources from any off-campus location. Training in the use of the Library's resources and tools is integrated into the School's curriculum and is also available through the Library's education services program and online tutorials.

Reference Services/Computer Literature Searches

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

Library Education Services

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

Computer Resources

The Library provides access to Windows-based desktop and laptop computers. Three computers are available in the main Library space and 7 additional computers are located in the Library's Computer Room. The Computer Room is open during regular Library hours. In addition, 10 laptop computers may be borrowed for in-Library use. Software programs including general applications, tutorials, and computer assisted instruction are loaded on all computers, and all Library computers provide access to the Internet. Printers and scanners are also available for use, as are LCD projectors for group work or presentations. A librarian is located in the Computer Room during daytime and some evening hours to provide assistance.

Study Rooms

Four small study rooms are equipped with audiovisual equipment and white boards; each has seating for 6. These rooms must be scheduled for use. An online reservation system is available and students may reserve a room for a two hour period. Reservations may also be made in person or by phone.

Two larger study rooms, each accommodating 12 patrons and equipped with white boards, are also available. Students are encouraged to use these rooms for individual, quiet study in a shared environment.

Quiet Study Spaces

Quiet study spaces have been created for those who would like to work and study with limited distractions. These spaces are located throughout the Library and include several quiet study rooms adjacent to the Computer Room. One of these has 7 large carrels; two other rooms, as noted above, each provide seating for 12 at individual study tables. Another space is located adjacent to the Library's Circulation Desk and houses 6 carrels.

Wireless Network and Laptops

A secure wireless network on campus enables students to take advantage of the convenience of wireless access. An account must be established with IRT before the wireless network can be used with personal laptops or mobile devices. For more Information, please see the [RowanSOM IRT Wireless Computing](#) web page.

Photocopying and Printing

A photocopy machine is available for use by students. The Library houses two printers. One operates using the students' print quotas, managed through their ID badge. For the second printer a pre-valued print card is required to make prints. The cost for these prints is 10 cents per page. The print card may be purchased at the Circulation Desk.

Library Etiquette

Students are requested to maintain a quiet environment conducive for study of those around them. Conversations should be taken outside. Seating in the library is on a first-come, first-served basis. At no time should a student consider a particular seat "theirs" and ask another student to move. If a student needs to leave the library for a break, all personal items should be removed. If the library staff finds a study area unattended for more than 30 minutes, they will take the materials and put them in their storage closet and can be retrieved by the student with appropriate identification and description of items.

MISSION OF ROWAN UNIVERSITY

A leading public institution, Rowan University combines liberal education with professional preparation from the baccalaureate through the doctorate. Rowan provides a collaborative, learning-centered environment in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creative activity, and community service. Through intellectual, social and cultural contributions, the University enriches the lives of those in the campus community and surrounding region.

MISSION, VISION, ESSENTIAL VALUES and GUIDING PRINCIPLES OF RowanSOM

Mission: The Rowan University School of Osteopathic Medicine is dedicated to providing excellence in both undergraduate and graduate medical education, research and health care for New Jersey and the nation. An emphasis on primary health care and community health services reflects the School's osteopathic philosophy, with specialty care and centers of excellence demonstrating our commitment to innovation and quality in all endeavors. The School seeks to develop clinically skillful, compassionate and culturally competent physicians from diverse backgrounds, who are prepared to become leaders in their communities.

(Approved by the General Faculty 9-18-13)

Vision: To be the best osteopathic medical school in the nation by providing a premier, dynamic academic environment that attracts and nurtures outstanding faculty, staff and students who are dedicated to our mission to promote health and treat illness.

Essential Values and Guiding Principles:

Collegiality

Promote mutual respect, reward collaboration, encourage the open exchange of ideas, and facilitate the growth and advancement of individuals.

Guiding Principle

We recognize that it is outstanding, innovative, dedicated people, working as a team, who make our mission, vision, and values a reality.

Compassion

Be aware of, accept and respond to the physical, emotional, spiritual, and intellectual needs of others.

Guiding Principle

We consider the well-being of people to be preeminent in all of our activities.

Diversity

Support and foster tolerance, cross-cultural awareness and the dignity of all, regardless of race, color, ancestry, ethnicity, religion, gender, pregnancy or reproductive status, national origin, disability, age, sexual orientation, gender identity or expression, marital, familial or domestic partner or civil union status, military or veteran status, genetic information, or physical ability.

Guiding Principle

We embrace all individuals in our communities and are committed to enhancing their health knowledge, overall well-being, and opportunities.

Excellence

Provide superior education, patient care, and research.

Guiding Principle

We are committed to excellence in osteopathic medical education, research, and clinical care, especially acknowledging the importance of our major partnerships in the fulfillment of our mission. We measure our excellence against other outstanding academic health centers with a similar tripartite mission.

Innovation

Discover new ideas and develop cutting edge knowledge to enhance the prevention, treatment, and cure of disease.

Guiding Principle

We are committed to innovation and collaboration across all aspects of our mission in the creation, discovery, delivery, and dissemination of new knowledge.

Integrity

Demonstrate fairness, honesty, sincerity, professionalism, and a consistent commitment to our mission, vision, and values.

Guiding Principle

We hold ourselves accountable for incorporating our mission, vision, and values into all operational processes, decision making, actions, and partnerships of the School.

(Approved by the General Faculty September 19, 2012)

OSTEOPATHIC MEDICINE

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

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

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

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

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

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

OSTEOPATHIC OATH

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

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

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

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

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

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

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

POLICIES

All Rowan University Policies are listed at:

<https://confluence.rowan.edu/display/POLICY/Home>

AA / EEO Policies and to File a Complaint

To file a complaint by phone via the 24 hr Alertline: 855-431-9967 or via the web:

[https:// rowan.edu/integrityline](https://rowan.edu/integrityline)

Non-complaint related inquiries should be directed to the Office of Equity and Diversity at 856-256-5830

[Rowan University's Commitment to EEO Statement](#)

[Affirmative Action Workforce Development Plan\(12/2014\)](#)

EEO POLICIES:

Discrimination Policy and Forms

[Rowan University Policy Prohibiting Discrimination in the Workplace](#)

[Model Procedures for Internal Complaints](#)

[NJ Discrimination Complaint Processing Form](#)

[Pay Transparency Nondiscrimination Provision \(Executive Order 13665-effective January 2016\)](#)

Acceptable Use Policy

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

Alcohol and Other Drugs Policy

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

Americans with Disabilities Act Accommodations

[Accommodation Policy and Request for Services](#)

Anti-Bullying Bill of Rights Act

http://www.njleg.state.nj.us/2010/Bills/PL10/122_.PDF

Clean Air / Smoke-Free Environment

In an effort to provide a safe, healthy and comfortable environment for all patients, faculty, staff members, students, volunteers, visitors and the general public, smoking is prohibited in all University owned or leased facilities and vehicles. The Stratford campus became smoke free on July 1, 2012.

This policy regarding a clean air / smoke-free environment in all University-owned or leased facilities and vehicles is set to protect the health of non-smoking patients, faculty, staff members, students,

volunteers, visitors and the general public; to help those who wish to quit smoking do so; and to serve as an example to the community.

COCA Complaints - Policies and Procedures Regarding Complaints Related to COCA Accreditation Standards

COCA Standard 5.8: The COM, and/or its parent institution, must publish policies and procedures regarding student complaints related to accreditation standards and procedures, and must maintain records of the receipt, adjudication, and resolution of such complaints.

Guideline: The COM should utilize student complaints in its ongoing performance improvement processes, as appropriate.

Policy

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

Procedures

1. The complaint must be in writing and signed by the complainant, all signed complaints should be submitted to the RowanSOM Dean or COCA Assistant Secretary, AOA, 142 E. Ontario Street, Chicago, IL 60611.
2. The complaint must be based on violation(s) of a COCA accreditation standard and it must be based on direct and responsible information.
3. The complainant should provide a narrative of the allegation as it relates to accreditation standards or procedures that include any documentation to support the allegation. This information must be accurate and well documented.
4. The complainant will provide evidence that an effort has been made to resolve the problem through an appropriate RowanSOM administration; the complaint must include information about all other actions initiated to resolve the problem.
5. Within 10 days of receipt of the complaint, COCA will send the complaint to the RowanSOM Dean. If the Dean receives the complaint, he/she will notify COCA within two business days.
6. The Dean will appoint an ad hoc committee to investigate and make a recommendation to the Dean within 12 business days. This committee will be chaired by the appropriate Associate Dean, CFO or COO and will include at least two faculty members. The Dean may also choose to add a student and/or staff member to the committee if deemed appropriate.
7. If the RowanSOM ad hoc committee finds that there is no basis to the complaint:
 - a. The finding will be forwarded to the Dean
 - b. The Dean will notify COCA within 15 business days of initially receiving the complaint. COCA will notify the complainant of the Committee's findings in writing.
8. If the RowanSOM ad hoc committee does find merit to the complaint:
 - a. The committee can recommend corrective action to the Dean.
 - b. The Dean will notify COCA within 15 business days of initially receiving the complaint.
 - c. The Dean will work with COCA and its proceedings and ensure that corrective action is taken.
 - d. COCA will notify the complainant in writing of this finding and the corrective action.

9. A file of all complaints will be kept on record in the Dean's office.

Based on Commission on Osteopathic College Accreditation, Accreditation of Colleges of Osteopathic Medicine; COM Accreditation standards and procedures effective July 1, 2016, pages 78-79.

<http://www.osteopathic.org/inside-aoa/accreditation/COM-accreditation/Documents/com-accreditation-standards-7-1-16.pdf>

Diversity

[Rowan University Statement on Principles-Diversity](#)

Drug-Free Environment

No student, faculty member, resident, staff member or volunteer is permitted to unlawfully manufacture, distribute, dispense, possess or use a controlled substance in any RowanSOM facility or while conducting official university business. Individuals who violate this policy will be subject to appropriate disciplinary action up to and including expulsion or termination from the University and referral for prosecution. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

Drug and alcohol abuse jeopardizes the success of the University's programs and negatively impacts operations in terms of productivity, safety and attendance. The University has implemented various assistance programs for individuals who have impairment problems, i.e., those who are unable to perform their duties with reasonable skill and safety due to substance abuse or alcoholism. A listing of drug and alcohol treatment centers is available from the campus assistance programs and at the campus libraries.

Equal Opportunity (EEO)

The Board of Trustees of Rowan University has committed itself, the University, and its component units to a policy of equal opportunity without regard to race, color, religion, gender, sexual orientation, national origin, disability, age, military status, marital status, veteran status, and any other category protected by applicable law. This is the governing principle in student admissions, other student services, and employment-related activities.

<http://www.rowan.edu/equity/documents/EqualEmploymentOpportunityPolicyStatement2.pdf>

Family Educational Rights and Privacy Act (FERPA)

RowanSOM is committed to the privacy of its students' records, as required by law under the Family Educational Rights and Privacy Act. Additionally, students have rights to review their own education records and request an amendment in the records if the student believes there is inaccurate or misleading information.

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

Involuntary Leave of Absence and Involuntary Withdrawal

When School officials become aware of a student who is interfering with RowanSOM's education, research or service mission, or who is jeopardizing his or her own safety or welfare or that of other members of the University community, or who represents a threat to property, or who causes concern about any of the above, the Dean may consider whether the student should take a voluntary or involuntary leave of absence or withdraw voluntarily or involuntarily from the School. Such circumstances include, but are not limited to conduct or statements that:

- A. Harm or reasonably appear to threaten harm to the health or safety of the student or others, or
- B. Cause or threaten to cause damage to property, or
- C. Disrupt or impede the educational or other activities of the University or School, or
- D. Deviate from a course of action established for the student by the Student Academic Progress Committee, or
- E. Deviate from any conditions attached to the student's return from a Leave of Absence or to conditions attached to disciplinary actions, or conditions established for the student's continuation in the School following evaluation for fitness to participate in the program.

All educational programs of the University are approved by the academic, governmental, and professional agencies which govern each specific area of specialization.

Military Leave from Academic Programs

RowanSOM has established a policy regarding academic credit and tuition and fee refunds for students called to partial or full mobilization for state or federal active duty as a member of the National Guard or a Reserve component of the Armed Forces of the United States.

Students who suspend their enrollment in an academic program in response to a call to active military are provided options in consultation with the Student Affairs Dean or equivalent of the school.

It is the practice of RowanSOM Academic Affairs to provide maximum flexibility allowed to our military students to allow them to engage in military rotations and military obligations, as needed and within reason.

Misconduct in Science

RowanSOM faculty, administration, staff, students and volunteers have an important responsibility to maintain high ethical standards in scientific research that is conducted on University premises by University personnel. These standards, based upon well-established principles of scientific research, include validity, accuracy and honesty in proposing and performing research, in collecting, analyzing and reporting research results, and in reviewing the research of others. Failure to observe these principles results in misconduct in science damages the University's image, the general public trust and the entire scientific community. In addition, University personnel who commit research misconduct breach their obligations to the University.

Patents

<http://www.rowan.edu/open/provost/aft/documents/RowanIPPolicy-RevVI.pdf>

Preferred Names

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

Research Ombudspersons

Research Ombudspersons at RowanSOM are senior faculty members with extensive research experience and stature within the research community who are designated by their Deans to hear problems, concerns, complaints, disputes and questions from any individual concerning research activities, and to act in a neutral and confidential role to help achieve equitable and acceptable solutions. The Research Ombudsperson has the support of his / her Dean and the University's Office of Academic Affairs, and can approach any individual within the University in search of solutions. He / she does not represent either the individual or the school or University, but impartially considers the interest of all parties. Solutions are achieved by recommendations to the party or parties, not decisions or actions by the ombudsperson.

The Research Ombudsperson at RowanSOM is:

T. Peter Stein, Ph.D.

Professor, Department of Surgery

Two Medical Center Drive

Science Center, Suite 106

Stratford, New Jersey 08084

Phone: (856) 566-6036

E-mail: tpstein@rowan.edu

Sexual Misconduct and Harassment Policy

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

Student members of the University community have the right to access and benefit from the educational and other programs and services of the University free from any form of sexual violence, harassment or exploitation. Rowan University does not tolerate sexual misconduct or harassment of any kind. This policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. All members of the community are expected to conduct themselves in a manner that does not infringe upon the rights of others. This policy applies to complaints alleging sexual misconduct or harassment carried out by students and visitors. Complaints against Rowan's employees and vendors will be handled under the Employee Sexual Misconduct and Harassment Policy, which incorporates the New Jersey Policy Prohibiting Discrimination in the Workplace. Questions regarding this policy should be directed to Dr. Bindu Jayne, J.D. Rowan's Title IX Coordinator, at 856-256-5440.

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in the University's programs and activities. It reads: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination

under any education program or activity receiving Federal financial assistance." As a recipient of Federal financial assistance, Rowan University has jurisdiction over complaints alleging sex discrimination, including sexual harassment and sexual violence. Incidents of sex discrimination may also violate the New Jersey Law Against Discrimination, N.J.S.A 10:5-1 et seq.

When an alleged violation of this policy is brought to the attention of the University, the University will promptly take effective steps to end the behavior that is in violation, prevent further violations by the perpetrator(s), and remedy the effects of the violation on the Complainant and others, if appropriate. In the event that a complainant elects not to report or is unable to report the violation, the University will undertake reasonable efforts to investigate what occurred.

The University reserves the right to take whatever measures it deems necessary in response to an allegation of sexual misconduct or harassment in order to protect students' rights and the personal safety of members of the community. While the University's investigation is pending, the University will offer interim measures to protect the Complainant(s) and others. Interim measures may include but are not limited to: safety plan development (including escorts, special parking arrangements, providing a temporary cellphone), no contact directives, interim suspension from campus or residence privileges, modification of living arrangements, change of on-campus student housing assignment, exam (paper or assignment) rescheduling, taking an incomplete grade in a class, transferring of class sections, alternative course completion options, changing transportation and working situations, assistance with the University disciplinary process, referrals to on-campus resources or reporting to police. The University will maintain as confidential any protective measures provided to the Complainant, to the extent that maintaining such confidentiality would not impair the ability of the University to provide the protective measures. These measures can be offered regardless of whether or not the Complainant chooses to report the crime to Rowan Public Safety or local law enforcement. If the University's investigation establishes that a violation of the policy has occurred, the University will offer remedies to the Complainant, which may include, but are not limited to, the measures listed above.

This policy applies to all prohibited conduct that occurs on University property (i.e., on campus) and in the local vicinity. It also applies to conduct that occurs off of University property (i.e., off campus) if the conduct occurred in the context of University-sponsored programs or activities, such as University field trips, travel, research, internship programs, and study abroad programs. Even if the off campus conduct did not occur in the context of a University program or activity, the University will consider whether the off campus conduct has a continuing adverse effect or could contribute to a hostile environment on campus.

I. Prohibited Conduct

Any of the following forms of behavior will be considered a violation of this policy.

Sexual/Gender-Based Harassment Offenses

Sexual/gender-based harassment is unwelcome sexual or gender based verbal or physical conduct that unreasonably interferes with or deprives others of their right to access and benefit from the educational and other programs and services of the University. Sexual violence is a form of sexual harassment. Sexual harassment offenses fall into two general categories.

Hostile Environment- harassing conduct that is sufficiently severe, pervasive/persistent and patently/objectively offensive that it substantially interferes with the conditions of education or employment, from both a subjective (the alleged victim's) and an objective (reasonable person's)

viewpoint. The determination of whether an environment is “hostile” will be based on all of the circumstances. These circumstances could include but are not limited to:

- the frequency of the conduct;
- the nature and severity of the conduct;
- whether the conduct was physically threatening;
- whether the conduct was humiliating;
- whether the conduct was directed at a specific individual or more than one person;
- whether the conduct arose in the context of other discriminatory conduct;
- whether the conduct unreasonably interfered with the alleged Complainant’s educational or work performance;
- whether the statement is an utterance of an epithet which offends an employee or student, or offends by discourtesy or rudeness; or
- whether the speech or conduct is excluded from the protections of free speech or academic freedom.

Quid-pro-Quo - A violation of this type exists when there are:

- unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and
- submission to or rejection of such conduct results in adverse educational access or employment action

Sexual Misconduct Offenses and Definitions

Sexual Assault is any offense that meets the definitions listed below for rape, fondling, incest or statutory rape.

1. **Non-Consensual Sexual Contact**- any intentional sexual touching, however slight, with any body part or any object, without the consent of the victim.
 - a. **Fondling** is defined as the touching of the private parts of another person for the purposes of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
2. **Non-Consensual Sexual Intercourse or Penetration (Rape)** means the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
 - a. **Incest** is defined as sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - b. **Statutory Rape** is defined as sexual intercourse with a person who is under the statutory age of consent.
3. **Sexual Exploitation** – behavior that takes non-consensual sexual advantage of any person to benefit any other person when the behavior does not otherwise constitute a sexual misconduct violation. Examples of sexual exploitation include, but are not limited to:
 - prostituting another person;
 - non-consensual video or audio-recording of sexual activity, or transmitting or distributing video or audio-recordings without permission;
 - voyeurism or spying on persons where they have a reasonable expectation of privacy;
 - knowingly transmitting a sexually transmitted infection or HIV to another person;
 - stalking with a sexual component. Stalking may take many forms, including persistent calling, texting, or posting on a social networking site as well as physical stalking. When the content of

the messages or the nature of the physical stalking is of a sexual nature, sexual misconduct has occurred.

In the State of New Jersey, sexual assault is defined under N.J.S.A. 2C:14-2.¹

4. **Other Sexual Misconduct** – inappropriate sexual behaviors not covered previously in this section.
Examples include but are not limited to sexual activity in public places.
5. **Domestic violence** means a felony or misdemeanor crime of violence committed:
 - By a current or former spouse or intimate partner of the victim,
 - By a person with whom the victim shares a child in common,
 - By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner,
 - By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or
 - By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred. In the State of New Jersey, domestic violence is defined under 2C:25-19.²
6. **Dating violence** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.
 - The existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship.
 - Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. In the State of New Jersey, dating violence is defined under 2C:25-19(d).³
7. **Stalking** means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: fear for his or her safety or the safety of others; or suffer substantial emotional distress.
(A) Course of conduct means two or more acts, including, but not limited to, acts which the

¹ An actor is guilty of aggravated sexual assault if he commits an act of sexual penetration with another person under any one of the following circumstances: (1) The victim is less than 13 years old; (2) The victim is at least 13 but less than 16 years old; and (a) The actor is related to the victim by blood or affinity to the third degree, or (b) The actor has supervisory or disciplinary power over the victim by virtue of the actor's legal, professional, or occupational status, or (c) The actor is a resource family parent, a guardian, or stands in loco parentis within the household; (3) The act is committed during the commission, or attempted commission, whether alone or with one or more other persons, of robbery, kidnapping, homicide, aggravated assault on another, burglary, arson or criminal escape; (4) The actor is armed with a weapon or any object fashioned in such a manner as to lead the victim to reasonably believe it to be a weapon and threatens by word or gesture to use the weapon or object; (5) The actor is aided or abetted by one or more other persons and the actor uses physical force or coercion; (6) The actor uses physical force or coercion and severe personal injury is sustained by the victim; (7) The victim is one whom the actor knew or should have known was physically helpless, mentally defective or mentally incapacitated. Aggravated sexual assault is a crime of the first degree.

b. An actor is guilty of sexual assault if he commits an act of sexual contact with a victim who is less than 13 years old and the actor is at least four years older than the victim.

c. An actor is guilty of sexual assault if he commits an act of sexual penetration with another person under any one of the following circumstances: (1) The actor uses physical force or coercion, but the victim does not sustain severe personal injury; (2) The victim is on probation or parole, or is detained in a hospital, prison or other institution and the actor has supervisory or disciplinary power over the victim by virtue of the actor's legal, professional or occupational status; 3) The victim is at least 16 but less than 18 years old and: (a) The actor is related to the victim by blood or affinity to the third degree; or (b) The actor has supervisory or disciplinary power of any nature or in any capacity over the victim; or (c) The actor is a resource family parent, a guardian, or stands in loco parentis within the household;(4) The victim is at least 13 but less than 16 years old and the actor is at least four years older than the victim. Sexual assault is a crime of the second degree.

² Under 2C:25-19, "Domestic violence" means the occurrence of one or more of the following acts inflicted upon a person protected under this act by an adult or an emancipated minor: (1) Homicide N.J.S.2C:11-1 et seq.; (2) Assault N.J.S.2C:12-1; (3) Terroristic threats N.J.S.2C:12-3; (4) Kidnapping N.J.S.2C:13-1; (5) Criminal restraint N.J.S.2C:13-2; (6) False imprisonment N.J.S.2C:13-3; (7) Sexual assault N.J.S.2C:14-2; (8) Criminal sexual contact N.J.S.2C:14-3; (9) Lewdness N.J.S.2C:14-4; (10) Criminal mischief N.J.S.2C:17-3; (11) Burglary N.J.S.2C:18-2; (12) Criminal trespass N.J.S.2C:18-3; (13) Harassment N.J.S.2C:33-4; (14) Stalking P.L.1992, c.209 (C.2C:12-10).

³ Under 2C:25-19(d), "Victim of domestic violence" means a person protected under this act and shall include any person who is 18 years of age or older or who is an emancipated minor and who has been subjected to domestic violence by a spouse, former spouse, or any other person who is a present or former household member. "Victim of domestic violence" also includes any person, regardless of age, who has been subjected to domestic violence by a person with whom the victim has a child in common, or with whom the victim anticipates having a child in common, if one of the parties is pregnant. "Victim of domestic violence" also includes any person who has been subjected to domestic violence by a person with whom the victim has had a dating relationship.

stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes surveils, threatens, or communicates to or about a person, or interferes with a person's property.

(B) Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.

(C) Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

In the State of New Jersey, stalking is defined under 2C:12-10.⁴

II. Consent

In order for individuals to engage in sexual contact of any kind, there must be clear consent between the individuals involved.

- The person giving consent must be capable of doing so freely, with the ability to understand what they are doing and the specific details (who, what, when, where and how) of the sexual contact they are consenting to.
- Consent can be given by words or actions, as long as those words or actions create mutually understandable permission regarding the conditions of sexual activity.
- It is the obligation of the person initiating sexual contact to obtain clear consent for the specific type of sexual contact sought.
- Silence or passivity without words or actions that communicate mutually understandable permission cannot be assumed to convey consent.
- Consent for one form of sexual contact does not imply consent to other forms.
- Past consent does not constitute consent for future sexual activity. Use of violence, threats, coercion, or intimidation invalidates any consent given.
- Persons who are incapacitated due to the use of drugs or alcohol cannot give consent.
- Consent cannot be given by a person who is unconscious or sleeping. If consent has been given while a person is conscious or awake, and then that person becomes unconscious or falls asleep, consent terminates at that point.
- Persons, who are unable to give valid consent under the law (i.e. minors, individuals with mental health disabilities), will be considered unable to give consent under this policy.
- The University will apply a reasonable person standard in determining whether or not consent was given and whether a person was incapacitated, unless otherwise required by law.

In the State of New Jersey, consent in relation to sexual activity is defined under 2C:2-10.⁵

III. Reporting Options

Students 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 victims and to address the violations effectively. Although there

⁴ Under 2C:12-10, "A person is guilty of stalking, a crime of the fourth degree, if he purposefully or knowingly engages in a course of conduct directed at a specific person that would cause a reasonable person to fear for his safety or the safety of a third person or suffer other emotional distress."

⁵ In relation to consent for sexual activity, 2C:2-10 provides:

- a. In general. The consent of the victim to conduct charged to constitute an offense or to the result thereof is a defense if such consent negatives an element of the offense or precludes the infliction of the harm or evil sought to be prevented by the law defining the offense.
- b. Consent to bodily harm. When conduct is charged to constitute an offense because it causes or threatens bodily harm, consent to such conduct or to the infliction of such harm is a defense if:

(1) The bodily harm consented to or threatened by the conduct consented to is not serious; or
(2) The conduct and the harm are reasonably foreseeable hazards of joint participation in a concerted activity of a kind not forbidden by law; or (3) The consent establishes a justification for the conduct under chapter 3 of the code.

c. Ineffective consent. Unless otherwise provided by the code or by the law defining the offense, assent does not constitute consent if: (1) It is given by a person who is legally incompetent to authorize the conduct charged to constitute the offense; or (2) It is given by a person who by reason of youth, mental disease or defect or intoxication is manifestly unable or known by the actor to be unable to make a reasonable judgment as to the nature of harmfulness of the conduct charged to constitute an offense; or (3) It is induced by force, duress or deception of a kind sought to be prevented by the law defining the offense.

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. As time passes, evidence may dissipate or become lost or unavailable, thereby making investigation, possible prosecution, disciplinary proceedings, or obtaining protection from abuse orders related to the incident more difficult. Students can use the Title IX Complaint Form to report an incident. The complaint should contain a concise statement of the alleged violations of the Student Sexual Misconduct and Harassment Policy and a detailed statement of the facts supporting the alleged violations.

After an incident of sexual assault and domestic violence, the victim should consider seeking medical attention as soon as possible at Kennedy University Hospital, Washington Township, for Glassboro campus, Cooper University Hospital, Camden, for CMSRU and Kennedy University Hospital, Stratford for RowanSOM campus in Stratford. In New Jersey, evidence may be collected even if you chose not to make a report to law enforcement. It is important that a victim of sexual assault not bathe, douche, smoke, change clothing or clean the bed/linen/area where they were assaulted if the offense occurred within the past 96 hours so that evidence may be preserved that may assist in proving that the alleged criminal offense occurred/or is occurring or may be helpful in obtaining a protection order. In circumstances of sexual assault, if victims do not opt for forensic evidence collection, health care providers can still treat injuries and take steps to address concerns of pregnancy and/or sexually transmitted disease. Victims of sexual assault, domestic violence, stalking, and dating violence are encouraged to also preserve evidence by saving text messages, instant messages, social networking pages, other communications, and keeping pictures, logs or other copies of documents, if they have any, that would be useful to University hearing boards/investigators or police.

Where criminal behavior is involved, the University encourages, and will assist victims with, reporting to law enforcement. However, victims have the right to decline notifying law enforcement. A victim may choose to report to the University before they have made a decision about whether or not to report to law enforcement. A victim has the right to file a criminal complaint and a Title IX complaint simultaneously. For criminal offenses that occur on the University campus, victims should immediately contact Rowan Public Safety, 856-256-4911. Rowan Public Safety can assist victims 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.glassboroonline.com/public/police-department>
- Camden campuses - Camden County Metro Police, 800 Federal Street, Camden, NJ 856-757-7440 <http://camdencountypd.org>
- RowanSOM campus – Stratford Police Department, 315 Union Ave., Stratford, NJ 856-783-8616, <http://www.stratfordnj.org/emergency-services/pd/pd-home.html>

Rowan University complies with New Jersey law in recognizing orders of protection, Temporary Restraining Orders (TRO) and Final Restraining Orders (FRO). The University cannot apply for a legal order of protection, no contact order or restraining order for a victim from the applicable jurisdiction(s). The victim is required to apply directly for these services in conjunction with campus law enforcement, local law enforcement and the appropriate county services which lay in each county. Family court will provide a copy of the order to Campus Police and the Office of the Title IX Coordinator.

While compliance with the law is everyone's responsibility at Rowan, listed below are the staff members who have primary responsibility for Title IX compliance. Rowan University has designated the Assistant

Vice President of Equity and Diversity as the Title IX Coordinator for all matters related to sexual discrimination at the University and to coordinate the efforts of the University to comply with the Title IX law. Complaints of sexual misconduct or harassment and Title IX Complaint Forms can be filed with any of the following University administrators:

Title IX Coordinator

Bindu Jayne, J.D.
Assistant Vice President of Equity and Diversity/
Chief Equity Compliance Officer
Office of Equity and Diversity, 124 Linden Hall
856-256-5440
jayneb@rowan.edu

Responsibilities: Monitoring and oversight of overall implementation of Title IX compliance at the University, including coordination of training, education, communications, and administration of grievance procedures for faculty, staff, students and other members of the University community. The Assistant Vice President should be contacted for all complaints against faculty, staff and visitors, including those complaints filed by students. Develop and participate in activities to raise awareness regarding sex/gender issues and related institutional policies.

Title IX Manager

Nyssa Taylor, Esq.
Title IX Manager
Office of Equity and Diversity, 121 Linden Hall
856-256-5831
taylorny@rowan.edu

Responsibilities: Providing key assistance in the implementation of Title IX compliance at the University, including coordination of training, education, communications, and administration of grievance procedures for faculty, staff, students and other members of the University community.

Title IX Deputy Coordinators

For Students:

Dr. Penny McPherson-Barnes
Assistant Vice President for Academic Enrichment/Director of
EOF/MAP EOF/MAP Office, 345 Savitz Hall
856-256-4086
barnesp@rowan.edu

Mr. Joseph Mulligan
Assistant Vice President for Civic Involvement
Student Center 2nd floor
856-256-4242
mulligan@rowan.edu

Mr. Travis Douglas
Assistant Vice President for Residential Learning and Inclusion Programs
Savitz Ground Floor
856-256-4266
douglast@rowan.edu

Responsibilities: Compliance for matters involving students, including training, education, communication, and administration of grievance procedure for all complaints against students.

For Athletics:

Ms. Penny Kempf
Associate Athletic
Director Athletics Office,
Esby Gym
856-256-4679

kempf@rowan.edu

Responsibilities: Compliance for matters involving complaints about gender equity and sexual misconduct in Rowan athletic programs.

For Cooper Medical School of Rowan

University: Ms. Marion Lombardi
Chief Student Affairs Officer
Room 366
CMSRU Medical Education Building
Camden, NJ
856-361-2850

lombardim@rowan.edu

Responsibilities: Compliance for matters involving students of Cooper Medical School of Rowan University, including training, education, communication, and administration of grievance procedure for all complaints against students.

For Rowan University School of Osteopathic Medicine:

Ms. Paula Watkins
Assistant Dean of Admissions
Admissions Office
113 E. Laurel Road
Stratford, NJ 08084
856-566-7050

fennerpa@rowan.edu

Responsibilities: Compliance for matters involving students of Rowan University School of Osteopathic Medicine, including training, education, communication, and administration of grievance procedure for all complaints against students.

For Graduate School of Biomedical

Sciences:

Dr. Diane Worrada, Director
42 East Laurel Road
Rowan Medicine, Suite 2200
Stratford, NJ
856-566-6282

Worrada@rowan.edu

Responsibilities: Compliance for matters involving students of Graduate School of Biomedical Sciences, including training, education, communication, and administration of grievance procedure for all complaints against students.

For complaints in which an employee is involved, in addition to filing a complaint with the University's Office of Equity and Diversity, victims have the right to file a complaint with the New Jersey Division of Civil Rights or the U.S. Equal Employment Opportunity Commission. A copy of the New Jersey Policy Prohibiting Discrimination in the Workplace and the corresponding Model Procedures is available in the Office of Equity and Diversity or at the website: www.rowan.edu/equity.

Anonymous Reporting

Although the University strongly encourages students to report incidents of sexual harassment or sexual violence to University officials, students can call the 24 hour Alertline to anonymously report incidents of sexual misconduct, sexual harassment or sexual violence by calling 855-431-9667 or logging on to rowan.edu/integrityline. Students should be aware that if they provide personally identifying information (i.e., names, telephone numbers, dorm room numbers, etc.) in the anonymous report, the University may have an obligation to investigate the report.

Other Services for Victims at Rowan and in the Surrounding Community

The University will provide written notification to victims about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services that are available at Rowan and in the surrounding communities. Some of those services are listed in this policy, and they include, but are not limited to:

<https://www.centerffs.org/serv/sexual-violence-services> (Services Empowering Rape Victims)

<https://www.rainn.org/> – Rape, Abuse and Incest National Network

<https://www.justice.gov/ovw/sexual-assault> - Department of Justice

<https://www2.ed.gov/about/offices/list/ocr/index.html> Department of Education, Office of Civil Rights

IV. Retaliation

Title IX prohibits retaliation. Any harassment or adverse employment or educational action taken against a person because of that person's participation in a complaint or investigation of discrimination or sexual misconduct is a violation of this policy, and will result in immediate action by the University to stop the retaliatory behavior, prevent further violations by the perpetrator(s), and remedy any adverse impact of the violation.

V. Confidentiality

When the University is made aware of a report or allegation of sexual misconduct or harassment, the University will endeavor to maintain the confidentiality of the matter and of all individuals involved to the extent permitted by law. The University will balance the needs of the individuals involved (Complainant and Respondent) with its obligation to fully investigate allegations and to protect the safety and wellbeing of the community at large. In all cases, the University and its employees will respect the dignity and rights of all individuals involved.

When consulting campus resources, students should be aware that certain campus authorities are *Responsible Employees* who are mandated to report and take action after receiving information regarding sexual misconduct and harassment. These include, but are not limited to, Public Safety Police and Security Officers, managers and supervisors, coaches, club and organization advisors, faculty, Deans, and Residential Learning staff (Resident Assistants, Community Safety Assistants, Resident Directors, and Residential Learning Coordinators). If a student has reported information to a

Responsible Employee, but the student would like for the report to remain confidential, the student should contact the Title IX Coordinator, who will evaluate the student's request for confidentiality.

If a student wishes to speak to employees of the University confidentially, the student should ask the employees about their ability to maintain confidentiality before engaging in discussions. Different people on campus have different reporting responsibilities, and different abilities to maintain your confidentiality, depending on their roles at the University.

Confidential Resources

Students who desire that details of an incident be kept confidential can receive confidential services through the Counseling & Psychological Services Center (856-256-4333), which is located in the Wellness Center at Winans Hall. There are counselors available with specialized training to support Complainants of sexual violence. Counselors are available to help you free of charge, and can be seen on an emergency basis. The Student Health Center (856-256-4222) can also provide confidential consultation with victims and may offer treatment to prevent sexually transmitted infections or pregnancy. In circumstances where the Health Center is unable to offer these services, they will provide a referral to an appropriate medical resource. In addition, you may speak on and off campus with members of the clergy, who will also keep reports made to them confidential.

When speaking with these resources, a student's right to confidentiality is legally protected. However, there are limits to this protection in specific situations. For example, if a student discloses that the incident involved the use of a weapon or other contraband as defined by New Jersey law, or there is an ongoing threat or danger to the safety of another person (particularly children or the elderly), these resources may be required to report the incident to police.

VI. Federal Statistical Reporting and Federal Timely Warning Obligations

Certain campus officials have a duty to report sexual misconduct for federal statistical reporting purposes. All personally identifiable information is kept confidential, but statistical information must be passed along to campus law enforcement regarding the type of incident and its general location (on or off-campus, in the surrounding area, etc.- with addresses withheld), for publication in the annual Campus Security Report. This report helps to provide the community with a clear picture of the extent and nature of campus crime to ensure greater community safety. Mandated federal reporters include: Student Life managers or supervisors, campus law enforcement, local police, coaches, athletic directors, Resident Assistants and Resident Directors, student activities staff, human resources staff, advisors to student organizations and any other staff members with significant responsibility for student and campus activities.

Victims of sexual misconduct should also be aware that University administrators must issue timely warnings for incidents reported to them that pose a substantial threat of bodily harm or danger to members of the community to aid in the prevention of similar occurrences. The University will withhold the names and other personally identifiable information of victims as confidential, while still providing enough information for community members to make decisions related to their safety in light of the danger. The individuals required to report for timely warning purposes are exactly the same as detailed at the end of the previous paragraph.

VII. Resolution Procedures

Voluntary Resolution Procedures

1. Upon request by the parties, some complaints of sexual misconduct can be resolved through voluntary resolution processes that are facilitated by the Title IX Manager. The Title IX Coordinator, the Title IX Manager or other designated administrator will determine whether voluntary resolution is appropriate depending upon the complaint allegations. Voluntary procedures are never applied in cases involving violence or nonconsensual sexual intercourse or penetration.
2. If appropriate, the Title IX Manager or designated administrator may arrange for/or facilitate mediation between the involved parties or coordinate other voluntary resolution. Voluntary resolution procedures will be initiated within seven (7) calendar days of the receipt of the Complainant's request for voluntary resolution. Details of the complaint will be given to the Respondent during the first investigatory interview.
3. The University will ordinarily complete the voluntary resolution procedures and disciplinary process, if any, within sixty (60) calendar days. All timeframes set forth in this policy may be extended by the Title IX Manager or other administrator for good cause, with written notice to the Complainant and the Respondent of the delay and the reason for the delay.
4. Voluntary resolution procedures are optional and may be terminated at any time by the parties.
5. Once the voluntary resolution procedures have been completed, a voluntary resolution agreement, which outlines the terms agreed upon by the parties, will be provided to both parties simultaneously by the Title IX Manager or appropriate administrator. If either party is unsatisfied with the outcome of the voluntary resolution procedures, the formal resolution procedures may be pursued. If either party alleges that the terms of the voluntary resolution agreement have been breached, the formal resolution procedures will be initiated.

Formal Resolution Procedures

1. The formal resolution procedure will be initiated upon request by either party or when the University determines it is necessary.
2. The University will ordinarily complete its investigation and disciplinary process, if any, within sixty (60) calendar days. All timeframes set forth in this policy may be extended by the Title IX Manager or other administrator for good cause, with written notice to the Complainant and the Respondent of the delay and the reason for the delay.
3. Once a report of sexual misconduct has been made, an adequate, reliable and impartial investigation into the report will be initiated by the Title IX Manager or appropriate administrator within seven calendar days. The Title IX Coordinator and the Title IX Manager receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and how to conduct an investigation that protects the safety of Complainants and promotes accountability. For reports involving allegations against University employees, the Title IX Coordinator or the Title IX Manager in conjunction with the Director of Human Resources may conduct the investigation and resolve the issue according to the employee policy.
4. Once the Respondent has been notified of the formal written complaint, the Complainant and the Respondent will be kept informed of all developments and will be advised of the procedures that will guide the resolution of the complaint. Details of the complaint will be given to the Respondent during the first investigatory interview. Both parties will receive timely notice of meetings at which the Complainant or Respondent, or both, may be present. In addition, both parties may be accompanied by an advisor of their choice for any meetings with the Title IX Manager.

5. The investigation may include any of the following: interviews of the parties involved, including witnesses, review of written statements, and the gathering of other relevant information. Both parties will have the opportunity to present witnesses and other evidence.
6. Title IX Manager will review all of the information gathered during the investigation and will prepare initial findings of fact, which will be shared with the parties. After the parties have been provided the initial findings of fact, the parties will have the opportunity to provide additional or rebuttal information within 7 business days to the Title IX Manager.
7. The Title IX Manager will review additional or rebuttal information provided, if any, and will generate a final report with preliminary findings. The preliminary findings will be based on a "Preponderance of the Evidence" standard which means whether "It is more likely than not" that a violation of the Sexual Misconduct and Harassment Policy occurred. The parties will be provided with a copy of the final report with preliminary findings simultaneously and will be advised that the preliminary findings are subject to a hearing under the Student Disciplinary Process.
8. The Student Disciplinary Process will be confidential to the extent possible and as allowed by law.
9. For complaints that will be adjudicated by the Student Disciplinary Process, the appropriate adjudicator will be determined as follows:
 - *Administrative Hearing Officer* - If the alleged violation is one for which the Respondent student could not be suspended or expelled from the University, the complaint will be heard by an Administrative Hearing Officer.
 - *Sexual Misconduct & Harassment Hearing Board* - If the alleged violation is one for which the Respondent student could likely be suspended or expelled from the University, the complaint will be heard by the Sexual Misconduct & Harassment Hearing Board.
10. Administrative Hearing Officers and Hearing Board members receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and on how to conduct an investigation and hearing process that protects the safety of Complainants and promotes accountability.
11. The Respondent and the Complainant will receive timely notice in writing of the date and time of the hearing before the Sexual Misconduct & Harassment Hearing Board or appropriate Administrative Hearing Officer.
12. The Respondent and the Complainant will have the opportunity to make a request to the Associate Dean for Civic Involvement for witnesses to participate in the hearing on their behalf. The parties will have an opportunity to present witnesses and other evidence.
13. The Respondent and the Complainant must notify the Associate Dean of any advisors and witnesses attending the hearing 5 (five) business days prior to the hearing.
14. Any additional scheduling requests must be directed to the Associate Dean to be determined.
15. If a sexual misconduct or harassment case based on the same alleged incident(s) is also being heard by a civil or criminal court, the University retains the right to hear the case before, after, or during the same time as the civil or criminal case, and to implement appropriate action (such as No Contact Directives, removal from campus residence facilities, removing a student from a class or classes or Interim Suspension) to maintain the safety of the parties involved and the campus.
16. The University will attempt to schedule a hearing within 20 business days after receipt of the Investigative Report with preliminary findings.
17. The Associate Dean for Civic Involvement (or designee) will assemble a Sexual Misconduct & Harassment Hearing Board of at least three trained staff members to hear appeals and will

serve as the Chair. Each Sexual Misconduct & Harassment Hearing Board will be composed of representatives of both genders.

18. All hearings will be closed to the public.
19. Each Board member must indicate to the Associate Dean within 3 days prior to the hearing whether they have knowledge of the participants in the case that may impair – or may be perceived to impair – their ability to hear and determine a case impartially, and to excuse themselves if their participation might compromise the integrity of the hearing process.
20. All hearings will be audio recorded. A digital file will be made available to the complainant, Complainant and/or Respondent student in the event a request for an appeal is filed.
21. Board members will be provided with access to written information and evidence at least 24 hours prior to the hearing.
22. The Respondent and the Complainant may each be accompanied by an Advisor. The Advisors are present to support the parties and to provide advice on procedural matters. The Advisors do not have speaking privileges during the hearing. A hearing will not be cancelled or postponed in the event an Advisor does not attend. If the Advisor is not able to attend, the Respondent or the Complainant should arrange for a substitute advisor.
23. If the Respondent or the Complainant fails to appear at the hearing, the matter will be resolved in their absence.
24. Witnesses may be present at the hearing only at the time they are called to participate. A hearing will not be cancelled or postponed if a scheduled witness does not attend.
25. Written statements of witnesses not in attendance due to extraordinary circumstances may be considered by the Sexual Misconduct & Harassment Hearing Board, if approved by the Chair.
26. In making its determination the Sexual Misconduct & Harassment Hearing Board will consider only the evidence admitted at the hearing and the admission of evidence will be within the discretion of the Chair.
27. At the start of the hearing, the Chair will ask if the Respondent has received the formal complaint, and if the nature of the formal complaint is understood.
28. The designated administrator will present the formal complaint along with the information obtained through the investigative process to the Sexual Misconduct & Harassment Hearing Board, if applicable. Only the information and evidence related to the alleged violations set forth in the formal complaint will be considered.
29. The remainder of the hearing will customarily proceed in the following order:
 - 1) Opening statement from the Complainant.
 - 2) Opening statement from the Respondent.
 - 3) Complainant and Respondent questioning of witnesses (each witness will be questioned separately).
 - 4) Board questioning of witnesses (each witness will be questioned separately then excused).
 - 5) Board questioning of the Complainant and the Respondent.
 - 6) Respondent's responding statement.
 - 7) Complainant's responding statement.
 - 8) Final questions from Board
 - 9) Respondent student's closing statement.
 - 10) Complainant's closing statement.
30. The Sexual Misconduct & Harassment Hearing Board will deliberate in private and make an appropriate determination based on the information presented during the hearing.

31. The Sexual Misconduct & Harassment Hearing Board by a majority decision will determine whether or not the Respondent student violated the Sexual Misconduct and Harassment Policy as alleged in the formal complaint by finding either: "In violation" or "Not in violation" of the Sexual Misconduct and Harassment Policy. The Sexual Misconduct & Harassment Hearing Board's determination will be based on a "Preponderance of the Evidence" standard which means the Board will determine whether "it is more likely than not" that a violation of the Sexual Misconduct and Harassment Policy occurred.
32. If a determination of "In violation" is rendered, the Sexual Misconduct & Harassment Hearing Board will determine an appropriate sanction(s) consistent with those specified in the Rowan University Student Code of Conduct, Section G5. "Standard Sanctions for Sexual Misconduct and Harassment Violations"
33. The Sexual Misconduct & Harassment Hearing Board will have up to 10 (ten) business days to render a decision.
34. The Associate Dean will notify the Respondent and the Complainant simultaneously in writing of the decision.
35. The Respondent and the Complainant may file a written appeal of the decision in accordance with established procedures (See Section VIII of the Student Sexual Misconduct and Harassment Policy).
36. The Associate Dean will notify the Respondent and the Complainant simultaneously in writing of any change to the results prior to final imposition and the date of final imposition.

VIII. Appeal Procedures

1. Upon receiving notification of the outcome of a hearing conducted by the Sexual Misconduct & Harassment Hearing Board or the outcome of the conclusion reached by the Administrative Hearing Office, the Respondent or the Complainant may file an appeal under the following circumstances:
 - a. The specified procedural error(s) or error(s) in the interpretation of University regulations is so substantial as to effectively deny the participant a fair hearing;
 - b. New and significant information has become available which could not have been discovered by a properly diligent person before or during the hearing;
 - c. The sanction is inappropriate in light of the violation; or
 - d. The facts of the case were insufficient to establish that a violation occurred.

If information is brought to the Vice President/Dean of Students that merits an appeal under any of the reasons stated above, the Vice President or designee can also file an appeal request.

2. All appeals must be submitted within five (5) business days of the date on the letter informing the parties of the decision, unless extenuating circumstances (i.e., mental incapacity, hospitalization) impede the filing of the appeal. Appeals must be submitted in writing to the Associate Dean for Civic Involvement and should explain in detail the basis of the request, including any supporting documentation.
3. Upon receipt of the written appeal, the Associate Dean for Civic Involvement will defer the imposition of the sanction(s) pending the decision on the appeal. Note: Interim Suspension, no contact order directives and other interim restrictions will remain in effect during the appeal process.

4. Cases adjudicated by the Sexual Misconduct & Harassment Hearing Board will be forwarded to the Sexual Misconduct & Harassment Appeals Board. All other cases will be forwarded to the Vice President for Student Life/Dean of Students or designee.
5. An appeal will be responded to within fifteen (15) business days and a final decision will be issued in writing either accepting or denying the appeal and giving the reasons for this decision.
6. The Sexual Misconduct & Harassment Appeals Board:
 - a. The Associate Dean for Civic Involvement convenes the Sexual Misconduct & Harassment Appeals Board. The Board is comprised of three members of the University's Administration (appointed by the Office of the President). Designees may be used in any of the positions. Each member must be in attendance for a quorum.
 - b. Appeal Officers and Appeals Board members receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and on how to conduct an investigation and hearing process that protects the safety of Complainants and promotes accountability.
 - c. The Sexual Misconduct & Harassment Appeals Board will review the written appeal and all documentation contained in the case file in a closed meeting. The decision to deny or uphold the appeal will be made by a simple majority vote. If an appeal is upheld based on procedural error or new information (reasons a or b above), the case will be remanded to the Sexual Misconduct & Harassment Hearing Board for re-opening of the hearing.

If an appeal is upheld based on disproportionate sanction or lack of sufficient information (reasons c or d above), the Sexual Misconduct & Harassment Appeals Board will render the appropriate determination and/or sanction.
 - d. Normally, all Sexual Misconduct & Harassment Appeals Board decisions are final and will be forwarded to the Office of Community Standards and Commuter Services for immediate implementation. For cases involving an expulsion of a student, the Respondent, the Complainant, or the Vice President for Student Life/Dean of Students or designee (in Sexual Misconduct & Harassment Hearing Board cases) may request that the Executive Vice President of the University review the decision of the Sexual Misconduct & Harassment Appeals Board.
 - e. A request for review by the Executive Vice President must be made within two (2) business days of the date on the letter informing the parties of the Sexual Misconduct & Harassment Appeals Board decision. The request must be submitted in writing to the Office of Community Standards and Commuter Services and must include clear and convincing reasons to change the decision of the Sexual Misconduct & Harassment Appeals Board. The Executive Vice President may or may not elect to review a decision. The request for review will be responded to within 15 days by the Executive Vice President.
 - f. If the Executive Vice President elects to review the determination, the Executive Vice President shall only overturn the decision if the facts presented demonstrate that the Appeals Board's determination was arbitrary and capricious. This means that the decision will be overturned only if the decision was invalid because it was made on unreasonable grounds or without consideration of the circumstances.
7. When it is not possible for the Sexual Misconduct & Harassment Appeals Board to meet within the established time, an appeal from Sexual Misconduct & Harassment Hearing Board cases may be reviewed by the Vice President for Student Life/Dean of Students for final disposition.

8. The appeals process described above will be the final step in the discipline process and constitutes final agency action.

IX. Sanctions for Violations

Not all forms of sexual misconduct will be deemed to be equally serious offenses, and the University reserves the right to impose differing sanctions, ranging from official warning to expulsion, depending on the severity of the offense. The University will consider the concerns and rights of the complainant and the Respondent of sexual misconduct or harassment.

The Administrative Hearing Officer or the Sexual Misconduct & Harassment Hearing Board will determine the most appropriate sanction in each specific case, taking into consideration the severity of the conduct represented in the complaint as well as any mitigating circumstances. There will be no deviation from the range of standard sanctions unless compelling justification exists to do so. RowanSOM and CMSRU students should be aware that they may be subject to additional disciplinary action and/or sanctions due to the professional or ethical standards of RowanSOM and CMSRU.

Standard Sanctions for Sexual Misconduct and Harassment Violations

Any violation involving the use, attempted use; or threat of use of a weapon or other dangerous, illegal, or hazardous, object; or, the use or attempted use of a drug or intoxicant to incapacitate a person.

First Violation

University Expulsion, Notification of Parent/Guardian

Second Violation

University Expulsion

Any form of non-consensual sexual intercourse or penetration

First Violation

University Expulsion, University Suspension, Notification of Parent/Guardian

Second Violation

University Expulsion

Non-consensual Sexual Contact without use of a weapon, drug or intoxicant; Domestic Violence; Dating Violence; Stalking; Sexual Exploitation or Sexual Harassment

First Violation

Disciplinary probation, University Suspension, or Expulsion; Suspension of Campus Housing Privileges (if the student is not Suspended from the University and lives in Campus Housing), educational sanctions, Notification of Parent/Guardian

Second Violation

University Expulsion

X. Special Provisions

Alternative Testimony Options

For all participating parties, alternative testimony options will be provided. Options include, placing a privacy screen in the hearing room, providing testimony from another room via video or other options that provide a safe space for participation while not depriving the Respondent of their rights in the process. While alternative testimony options are intended to help make the Complainant or other participating parties more comfortable, they are not intended to work to the disadvantage of the Respondent.

Attempted Violations

In most circumstances, the University will treat attempts to commit any of the violations described in this policy as if those attempts had been completed, and students will be subject to disciplinary action accordingly.

False Reports

The University does not tolerate intentional false reporting of incidents. It is a violation of the Student Code of Conduct to make an intentionally false report of any policy violation, and it may also violate state criminal statutes and civil defamation laws.

Good Samaritan Policy

The welfare of students in our community is of paramount importance. It is in the best interests of this community that as many students as possible choose to report incidents involving sexual misconduct or harassment. The University encourages the reporting of sexual misconduct and harassment violations. The University also encourages students to offer help and assistance to others in need. This is true even when the student who has a complaint or a witness may have a concern that his or her own actions, including drug or alcohol use, may have violated university policies. Under the Good Samaritan Policy, the University will not pursue disciplinary action for drug or alcohol violations, or most other violations of the Code of Student Conduct, against a Complainant or witness who comes forward in good faith to report sexual misconduct or harassment, crimes of violence, or other serious criminal behavior. While violations cannot always be completely overlooked, the university will provide educational options rather than punishment, in such cases. This limited immunity does not extend to the perpetrator(s) of the sexual misconduct or harassment, crimes of violence, or other serious criminal behavior.

Notification of Outcomes

The outcome of a campus disciplinary hearing is part of the education record of the Respondent student and is protected from release under FERPA. However the University observes the exceptions as follows:

- Complainants of incidents charged under the Student Sexual Misconduct and Harassment Policy have a right to be informed simultaneously of the outcome and sanctions of the hearing, in writing. Complainants are also permitted to submit an appeal.
- Complainants who bring a complaint against faculty or staff under the Sexual Misconduct and Harassment Policy may be informed of the outcome and sanction.
- The University may release publicly the name, nature of the offense and sanction for any Respondent student who is found in violation of a University policy that is a sex offense or crime of violence (refer to Student Code of Conduct, Sections A & K)
- Parents or guardians of the Respondent student may be notified for cases involving sex offenses or crimes of violence (refer to Student Code of Conduct, Sections A & K)

Past Sexual History/Character

The past sexual history or sexual character of a student will not be admissible by the other party in hearings unless such information is determined to be highly relevant by the Chair. All such information sought to be admitted will be presumed irrelevant, and any request to overcome this presumption by the parties must be included in the complaint/response or a subsequent written request, and must be reviewed in advance of the hearing by the Associate Dean. If, in the past, the Respondent student was found to have violated the Student Sexual Misconduct and Harassment Policy, the information related to that past violation may be considered in the hearing if: (a) the previous violation was substantially

similar to the present complaint; and (b) the previous violation indicates a pattern of behavior and substantial conformity with that pattern by the Respondent student.

University as Complainant

As necessary, the University reserves the right to initiate a complaint, to serve as Complainant, and to initiate institutional disciplinary proceedings without a formal complaint by the victim of sexual misconduct or harassment.

XI. Timeline

All time frames set forth in this Policy may be extended by the Title IX Manager or other administrator for good cause, with written notice to the Complainant and the Respondent of the delay and the reason for the delay.

XII. Education and Prevention

Rowan regularly conducts educational programs to prevent sexual misconduct and violence, including sexual assault, domestic violence, stalking and dating violence, within its campuses and communities. Primary prevention programs are offered to incoming students and new employees during mandatory orientation sessions. During these programs, attendees are educated about the Rowan's prohibition of the crimes of sexual assault, domestic violence, dating violence, stalking and other forms of sex discrimination. Attendees are also informed of the definitions of these crimes, per New Jersey statutes, and the definition of consent in reference to sexual activity. Furthermore, attendees are provided information on safe and positive options for bystander intervention and risk reduction. To further its goal of ensuring that students and employees remain aware of Rowan's mission to maintain a campus that does not tolerate sex discrimination, Rowan collaborates with campus and community-based victim advocacy organizations in formulating and conducting ongoing prevention and awareness campaigns for students and employees year-round. The workshop topics include, but are not limited to: sexual violence prevention; the availability of resources for victims; campus sexual violence policies and procedures for filing complaints; confidentiality and privacy concerns; and sexual health, wellness and healthy choices.

How to be an Active Bystander

Bystanders play a critical role in the prevention of sexual and relationship violence. They are "individuals who observe violence or witness the conditions that perpetuate violence. They are not directly involved but have the choice to intervene, speak up, or do something about it." (Taken from Burn, S.M. (2009). A situational model of sexual assault prevention through bystander intervention. *Sex Roles*, 60, 779-792.) We want to promote a culture of community accountability where bystanders are actively engaged in the prevention of violence without causing further harm. We may not always know what to do even if we want to help. Below is a list of some ways to be an active bystander. (Bystander intervention strategies adapted from Stanford University's Office of Sexual Assault & Relationship Abuse). Further information regarding bystander intervention may be found. If you or someone else is in immediate danger, dial 911. This could be when a person is yelling at or being physically abusive towards another and it is not safe for you to interrupt.

1. Watch out for your friends and fellow students/employees. If you see someone who looks like they could be in trouble or need help, ask if they are ok.
2. Confront people who seclude, hit on, try to make out with, or have sex with people who are incapacitated.
3. Speak up when someone discusses plans to take sexual advantage of another person.

4. Believe someone who discloses sexual assault, abusive behavior, or experience with stalking.
5. Refer people to on or off campus resources listed in this document for support in health, counseling, or with legal assistance.

Risk Reduction

With no intent to victim blame and recognizing that only rapists are responsible for rape, the following are some strategies to reduce one's risk of sexual assault or harassment (taken from Rape, Abuse, & Incest National Network, <https://www.rainn.org/>)

1. **Be aware** of your surroundings. Knowing where you are and who is around you may help you to find a way to get out of a bad situation.
2. **Try to avoid isolated areas.** It is more difficult to get help if no one is around.
3. **Walk with purpose.** Even if you don't know where you are going, act like you do.
4. **Trust your instincts.** If a situation or location feels unsafe or uncomfortable, it probably isn't the best place to be.
5. **Try not to load yourself down** with packages or bags as this can make you appear more vulnerable.
6. **Make sure your cell phone is with you** and charged and that you have cab money.
7. **Don't allow yourself to be isolated** with someone you don't trust or someone you don't know.
8. **Avoid putting music headphones in both ears** so that you can be more aware of your surroundings, especially if you are walking alone.
9. **When you go to a social gathering, go with a group of friends.** Arrive together, check in with each other throughout the evening, and leave together. Knowing where you are and who is around you may help you to find a way out of a bad situation.
10. **Trust your instincts.** If you feel unsafe in any situation, go with your gut. If you see something suspicious, contact law enforcement immediately (local authorities can be reached by calling 911 in most areas of the U.S.).
11. **Don't leave your drink unattended** while talking, dancing, using the restroom, or making a phone call. If you've left your drink alone, just get a new one.
12. **Don't accept drinks from people you don't know or trust.** If you choose to accept a drink, go with the person to the bar to order it, watch it being poured, and carry it yourself. At parties, don't drink from the punch bowls or other large, common open containers.
13. **Watch out for your friends, and vice versa.** If a friend seems out of it, is way too intoxicated for the amount of alcohol they've had, or is acting out of character, get him or her to a safe place immediately.
14. **If you suspect you or a friend has been drugged, contact law enforcement immediately (local authorities can be reached by calling 911 in most areas of the U.S.).** Be explicit with doctors so they can give you the correct tests (you will need a urine test and possibly others).
15. If you need to get out of an uncomfortable or scary situation here are some things that you can try:
 - a. **Remember that being in this situation is not your fault.** You did not do anything wrong, it is the person who is making you uncomfortable that is to blame.

- b. **Be true to yourself.** Don't feel obligated to do anything you don't want to do. "I don't want to" is always a good enough reason. Do what feels right to you and what you are comfortable with.
 - c. **Have a code word with your friends or family** so that if you don't feel comfortable you can call them and communicate your discomfort without the person you are with knowing. Your friends or family can then come to get you or make up an excuse for you to leave.
 - d. **Lie.** If you don't want to hurt the person's feelings it is better to lie and make up a reason to leave than to stay and be uncomfortable, scared, or worse. Some excuses you could use are: needing to take care of a friend or family member, not feeling well, having somewhere else that you need to be, etc.
16. **Try to think of an escape route.** How would you try to get out of the room? Where are the doors? Windows? Are there people around who might be able to help you? Is there an emergency phone nearby?
17. **If you and/or the other person have been drinking,** you can say that you would rather wait until you both have your full judgment before doing anything you may regret later.

XIII. New Jersey Sexual Assault Complainant's Bill of Rights

A college or university in a free society must be devoted to the pursuit of truth and knowledge through reason and open communication among its members. Academic communities acknowledge the necessity of being intellectually stimulating where the diversity of ideas is valued. Its rules must be conceived for the purpose of furthering and protecting the rights of all members of the university community in achieving these ends. The boundaries of personal freedom are limited by applicable state and federal laws and institutional rules and regulations governing interpersonal behavior. In creating a community free from violence, sexual assault and non-consensual sexual contact, respect for the individual and human dignity are of paramount importance.

The state of New Jersey recognizes that the impact of violence on its victims and the surrounding community can be severe and long lasting. Thus, it has established this Bill of Rights to articulate requirements for policies, procedures and services designed to insure that the needs of victims are met and that the colleges and universities in New Jersey create and maintain communities that support human dignity.

Bill of Rights The following Rights shall be accorded to victims of sexual assault that occur on the campus of any public or independent institution of higher education in the state of New Jersey, and where the victim or alleged perpetrator is a student at that institution, and/or when the victim is a student involved in an off-campus sexual assault.

Human Dignity Rights: to be free from any suggestion that victims must report the crimes to be assured of any other right guaranteed under this policy; to have any allegations of sexual assault treated seriously; the right to be treated with dignity; to be free from any suggestion that victims are responsible for the commission of crimes against them; to be free from any pressure from campus personnel to: report crimes if the victim does not wish to do so, report crimes as lesser offenses than the victim perceives the crime to be, refrain from reporting crimes, refrain from reporting crimes to avoid unwanted personal publicity.

Rights to Resources On and Off Campus: to be notified of existing campus and community based medical, counseling, mental health and student services for victims of sexual assault whether or not the crime is formally reported to campus or civil authorities; to have access to campus counseling under the same terms and conditions as apply to other students in their institution seeking such counseling; to be informed of and assisted in exercising: any rights to confidential or anonymous testing for sexually transmitted diseases, human immunodeficiency virus, and/or pregnancy, any rights that may be provided by law to compel and disclose the results of testing of sexual assault suspects for communicable diseases.

Campus Judicial Rights: to be afforded the same access to legal assistance as the accused; to be afforded the same opportunity to have others present during any campus disciplinary proceeding that is allowed the accused; to be notified of the outcome of the sexual assault disciplinary proceeding against the accused.

Legal Rights: to have any allegation of sexual assault investigated and adjudicated by the appropriate criminal and civil authorities of the jurisdiction in which the sexual assault is reported; to receive full and prompt cooperation and assistance of campus personnel in notifying the proper authorities; to receive full, prompt and victim-sensitive cooperation of campus personnel with regard to obtaining, securing and maintaining evidence, including a medical examination when it is necessary to preserve evidence of the assault.

Campus Intervention Rights: to require campus personnel to take reasonable and necessary actions to prevent further unwanted contact of victims by their alleged assailants; to be notified of the options for and provide assistance in changing academic and living situations if such changes are reasonably available.

Statutory Mandates: Each campus must guarantee that this Bill of Rights is implemented. It is the obligation of the individual campus governing board to examine resources dedicated to services required and to make appropriate requests to increase or reallocate resources where necessary to ensure implementation. Each campus shall make every reasonable effort to ensure that every student at the institution receives a copy of this document. Nothing in this act or in any “Campus Assault Victim’s Bill of Rights” developed in accordance with the provisions of this act shall be construed to preclude or in any way restrict any public or independent institution of higher education in the state from reporting any suspected crime or offense to the appropriate law enforcement authorities.

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

If You’re the Victim of Sexual Violence

There is never an excuse for using force, intimidation, or drugs/alcohol to induce someone to perform sexual acts of any kind. If you (or someone you know) have been the victim of sexual violence, on or off-campus, help is available, immediately and in the long-term. You are not alone – there are many sources of confidential help, and RowanSOM is committed to helping you secure the assistance you need.

Regardless of whether you wish to file a police report, it is important to seek medical assistance as soon as possible to receive preventive medication for possible sexually transmitted diseases and be eligible to receive emergency contraception.

GET IMMEDIATE HELP

Get to a safe place as soon as you can.

If the assault has taken place recently, and you are able to do so comfortably, avoid the following activities before deciding whether you will participate in a forensic medical exam: Eating or drinking, bathing, showering, or douching, using the bathroom, changing your clothes.

Contact Public Safety or the local police:

FOR A TRUE EMERGENCY: 911

For a non-emergency (locked keys in car, etc.) 856-256-4922

Public Safety Department

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

Other resources for immediate help:

- State-wide Sexual Assault Toll Free Hotline (800) 601-7200 – or on-line at <http://www.njcasa.org/>
- Sexual Violence Programs in NJ, by county
<http://www.state.nj.us/dcf/news/publications/index.html>

SOURCES OF MEDICAL & MENTAL HEALTH ASSISTANCE AT RowanSOM:

Student Health Services:

Stratford Campus

Student Health Service - University Doctors Pavilion, 42 East Laurel Road, 2100B, Stratford
856-566-6825 M/T/W: 9:00 a.m. – 4:00 p.m.; TH: 9:00 A.M. – 7:00 P.M.; F: 9:00 A.M. – 3:00 P.M.F/SAT.
8:00 a.m. – 12:00 noon.

Student Mental Health Services/ Student Wellness Program (SWP):

Stratford/Camden Campuses

Student Wellness Program
One Echelon Plaza, Suite 101, 227 Laurel Road, Voorhees
856-770-5750

SOM Department of Psychiatry:

Dr. Elina Maymind
2250 Chapel Avenue West, Suite 100
Cherry Hill, NJ 08002
(856) 482-9000

KNOW YOUR RIGHTS

Notifying the police does not require you to pursue criminal prosecution or RowanSOM disciplinary action. Your rights include:

- Contacting Public Safety to file criminal charges or report any issue regarding physical security, or contacting local police; and, or;
- Filing civil charges through the courts; and, or;
- Independent of filing criminal or civil charges, pursuing charges through University policies (see below), if the alleged assailant is part of the RowanSOM community.
- Deciding to file no charges;
- Rights as outlined in the Campus Sexual Assault Bill of Rights (see below).
- Contacting the University's Title IX Coordinator who is responsible for overseeing complaints regarding sexual assault. That person is Bindu Hayne, J.D. (jayneb@rowan.edu 856-256-
- Nyssa Taylor, Esq. is the Rowan University Title IX Manager (856-2565831, taylorny@rowan.edu). Paula Watkins (856-566-7050, fennerpa@rowan.edu), Assistant Dean for Admissions at RowanSOM, is the deputy Title IX coordinator for the Stratford campus.

Campus Sexual Assault Bill of Rights (Pursuant to NJSA 18A, Chapter 61E)

Introduction

A college or university in a free society must be devoted to the pursuit of truth and knowledge through reason and open communication among its members. Academic communities acknowledge the necessity of being intellectually stimulating where the diversity of ideas is valued. Its rules must be conceived for the purpose of furthering and protecting the rights of all members of the university community in achieving these ends.

Applicable state and federal laws and institutional rules and regulations governing interpersonal behavior limit the boundaries of personal freedom. In creating a community free from violence, sexual assault and non-consensual sexual contact, respect for the individual and human dignity are of paramount importance.

The State of New Jersey recognizes that the impact of violence on its victims and the surrounding community can be severe and long lasting. Thus, it has established this Bill of Rights to articulate requirements for policies, procedures and services designed to insure that the needs of victims are met and that the colleges and universities in New Jersey create and maintain communities that support human dignity.

The campus sexual assault victim's Bill of Rights was adopted by the New Jersey Commission on Higher Education and enacted by the State of New Jersey, effective September 1, 1995.

Bill of Rights

The following Rights shall be accorded to victims of sexual assault that occur:

- On the campus of any public or independent institution of higher education in the state of New Jersey, and
- Where the victim or alleged perpetrator is a student at that institution, and/or;
- When the victim is a student involved in an off-campus sexual assault.

Human Dignity Rights

- To be free from any suggestion that victims must report the crimes to be assured of any other right guaranteed under this policy;
- To have any allegations of sexual assault treated seriously; the right to be treated with dignity;
- To be free from any suggestion that victims are responsible for the commission of crimes against them;
- To be free from any pressure from campus personnel to:
- Report crimes if the victim does not wish to do so;
- Report crimes as lesser offenses than the victim perceives the crime to be;
- Refrain from reporting crimes;
- Refrain from reporting crimes to avoid unwanted personal publicity.

Rights to Resources on and Off Campus

- To be notified of existing campus and community based medical, counseling, mental health and student services for victims of sexual assault whether or not the crime is formally reported to campus or civil authorities;
- To have access to campus counseling under the same terms and conditions as apply to other students in their institution seeking such counseling;
- To be informed of and assisted in exercising:
- Any rights to confidential or anonymous testing for sexually transmitted diseases, human immunodeficiency virus, and/or pregnancy;
- Any rights that may be provided by law to compel and disclose the results of testing of sexual assault suspects for communicable diseases.

Campus Judicial Rights

- To be afforded the same access to legal assistance as the accused;
- To be afforded the same opportunity to have others present during any campus disciplinary proceeding that is allowed the accused;
- To be notified of the outcome of the sexual assault disciplinary proceeding against the accused.

Legal Rights

- To have any allegation of sexual assault investigated and adjudicated by the appropriate criminal and civil authorities of the jurisdiction in which the sexual assault is reported;
- To receive full and prompt cooperation and assistance of campus personnel in notifying the proper authorities;
- To receive full, prompt, and victim-sensitive cooperation of campus personnel with regard to obtaining, securing, and maintaining evidence, including a medical examination when it is necessary to preserve evidence of the assault.

Campus Intervention Rights

- To require campus personnel to take reasonable and necessary actions to prevent further unwanted contact of victims by their alleged assailants;
- To be notified of the options for and provided assistance in changing academic and living situations if such changes are reasonably available.

University Policies:

- New Jersey State Policy Prohibiting Discrimination in the Workplace, <http://www.rowan.edu/equity/pdfs/StatePolicy2007.pdf>

Other Things You Should Know:

- Note that the University will investigate allegations of sexual harassment, and take appropriate action, even if you do not wish to pursue action through the University's disciplinary process; the University's response, however, may be hindered by your wishes, if any, for anonymity and/or inaction.
- The University will make every effort to stop sexual harassment, remedy the harassment and prevent recurrence. To achieve this, you may request changes in your academic schedule and housing; such changes will be designed, whenever possible, to minimize the burden on your educational program. In certain cases, due to curricular constraints, remedies such as separate classes or classrooms may not be possible.
- The University will issue, in writing, a "no contact" order to all parties to an alleged sexual assault promptly after receiving notice of a complaint.
- The University recognizes that sex-based cyber-harassment is a form of sexual harassment and individuals have the right to be free of such harassment within the University and report these incidents to School and University officials.

Student Responsibilities, Rights and Disciplinary Procedures

RowanSOM Student Responsibilities, Rights and Disciplinary Procedures

A. Student Responsibilities

1. RowanSOM students have the following responsibilities:

- a. as U.S. citizens, residents or visitors: the responsibility to be aware of and to abide by all applicable Federal, state and local civil and criminal laws and regulations;
- b. as students at RowanSOM: the responsibility to be aware of and to abide by all applicable University and School policies, rules, procedures and standards, both general and academic; and the responsibility for personal and professional integrity and honesty;
- c. as future health care professionals and/or biomedical scientists holding a public trust: the responsibility to adhere to all generally recognized standards of professional and ethical conduct; and the responsibility to help ensure that high standards of professional and ethical conduct are upheld by fellow students, colleagues and peers by reporting incidents of academic and professional dishonesty observed in others;
- d. as members of the RowanSOM community: the responsibility to comply with the RowanSOM Student Code of Conduct.

2. RowanSOM maintains a Student Code of Conduct which sets forth general principles of integrity and honesty as well as ethical and professional expectations for behavior. This Code shall be distributed to students upon enrollment, incorporated into student handbooks and/or other appropriate student materials, and discussed with students during their course of study. Violations of the Code may be considered a failure to adhere to the academic standards of the School.

For the RowanSOM Student Code of Conduct, see:

[RowanSOM Student Code of Conduct](#)

B. Student Rights

1. Students at RowanSOM have the following rights: the academic freedom to examine and discuss all questions of relevance and to express opinions publicly and privately; the right to be informed of and to participate, when invited, in the formulation and implementation of appropriate policies and procedures affecting student affairs, and to express views about policies and issues of student interest; the right to form associations to promote common interests; the right to be apprised of criteria for academic evaluation, advancement and graduation; all rights and protections mandated by applicable Federal and state constitutions, laws and regulations; and the right to seek redress of grievances and have complaints heard.

2. RowanSOM shall have and shall publicize policies, procedures and standards ensuring that its students can exercise the above rights.

C. Academic Performance

1. The faculty have the duty and authority to establish academic standards and rules, including standards for examinations, grading, academic standing, attendance, promotion, dismissal, and requirements for degrees and certificates. These academic standards and rules shall be set forth in the Education Handbook.

2. All actions relating to student academic performance shall be governed by appropriate academic policies and procedures.

3. Action may be taken to address a student's ability to fulfill the Essential Functions required for participation in the RowanSOM curriculum.

D. Disciplinary Infractions

The following are actionable under this policy's student disciplinary procedures, and may also subject the student to action by the School concerning academic or research misconduct whether occurring on campus or off campus:

1. infractions of Federal, state or local civil or criminal laws and regulations; and
2. infractions of University or School policies, procedures, rules and standards; and
3. infractions of professional and academic codes of honor or standards of behavior; and

4. "harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function or off school that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

a. a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; or

b. has the effect of insulting or demeaning any student or group of students; or

c. creates a hostile environment for the student by interfering with a student's education or by severely/pervasively causing physical or emotional harm to the student; or

d. infringes on the rights of the student at the University; and

[Reprinted in part from the New Jersey Anti-Bullying Bill of Rights Act (*N.J.S.A. 18A:37-13 et seq.*)]

5. acts of sexual harassment, including sexual violence or sexual coercion, whether or not the acts are the subject of civil or criminal action; physical sexual acts perpetrated against a person's will or when a person is incapable of giving consent (see Rowan University's Student Sexual Misconduct and Harassment Policy); and

6. stealing or other unethical means of acquiring materials and documents; and

7. forging of any material or document; and

8. falsification or fabrication of any document or data; and

9. plagiarism; and

10. preventing or interfering with other students in the fulfillment of their academic assignments; and

11. cheating; and

12. conduct that causes a material and substantial disruption to the educational mission of the School or an individual's work or study.

E. Disciplinary Procedural Requirements

Due process refers to an individual's right to be adequately notified of charges or proceedings against the individual and the opportunity to respond to these actions. The RowanSOM disciplinary procedures set forth herein are the exclusive means of review of disciplinary actions within the Rowan University School of Osteopathic Medicine. There are four components to the disciplinary review process: (1) the

accused is informed of the complaint; (2) the accused makes a presentation to the Hearing Board; (3) the Hearing Board, through a careful and deliberate decision-making process, provides recommendations to the Dean of the School of Osteopathic Medicine; and (4) the Dean of the School of Osteopathic Medicine, following review of the record and/or consultation as necessary with the accused, the complainant, or members of the Hearing Board, shall render a final decision on the disciplinary action to be taken.

1. A request for a disciplinary action against a student may be made in writing to the Dean of the School of Osteopathic Medicine, the Senior Associate Dean for Academic Affairs, or the Assistant Dean for Student Affairs by any student, faculty member or administrative officer within thirty (30) working days of an alleged infraction or the discovery of an infraction.

2. The Dean of the School of Osteopathic Medicine or his/her designee may choose to informally resolve the matter with the accused student, except in cases involving allegations of sexual violence or sexual coercion, which are not permitted to be resolved informally but must be forwarded by the Dean of the School of Osteopathic Medicine to the Campus Hearing Board (herein referred to as the "Hearing Board"). A complainant alleging sexual harassment will not be required to meet in person with the accused at any time.

3. If the Dean of the School of Osteopathic Medicine or his/her designee concludes that the matter cannot or should not be resolved informally, it shall be referred to the Hearing Board within ten (10) working days of the decision that the matter cannot or should not be resolved informally. At the Dean of the School of Osteopathic Medicine's discretion, the awarding of a degree or certificate may be delayed pending the outcome of the disciplinary procedure.

4. The accused shall receive written notice of the complaint and of the time, date and place of the hearing, which shall commence within fifteen (15) working days of receipt of a request from the Dean of the School of Osteopathic Medicine or his/her designee.

5. The Hearing Board shall convene to hear the complaint and make recommendations for action to the Dean of the School of Osteopathic Medicine.

6. The Hearing Board shall be an established committee with members appointed by the Dean of the School of Osteopathic Medicine. The Hearing Board at each hearing must consist of at least three (3) members, who may be faculty, administrators or students, or any combination thereof, who are not directly involved in the matter to be considered. Students will not participate in any hearings involving Title IX complaints.

7. Any participant may call witnesses who can provide testimony relevant to the complaint. Character witnesses are generally considered not relevant. The accused student's education records, as defined by the Family Educational Rights and Privacy Act, may be examined and considered by the Hearing Board. Relevant materials may be presented by any participant. The Chair of the Hearing Board has final determination on the relevance of any witness or submissions.

8. The Chair of the Hearing Board may at any time request submission of documents or an appearance by anyone involved in the matter, and may conduct as many hearing sessions as necessary to complete its consideration of the complaint, within the time period designated in this procedure. The

Chair of the Hearing Board may also request submission of information concerning other disciplinary actions taken by the School against any student, to assist the Hearing Board's deliberations.

9. Students may consult private legal counsel at any time for advice. Students or legal counsel may submit to the Hearing Board any documents or other evidence relevant to the matter at any time prior to the conclusion of the hearing. Legal counsel shall not be permitted to appear at the proceedings of the Hearing Board, but may be present outside the hearing room to consult with the student, at the student's request. Students may be accompanied by a non-attorney advocate during the hearing to consult privately with the student and, at the student's request, to present a final statement on the student's behalf. No other participation by the advocate is permitted.

10. The burden of proof shall rest with the complainant. The standard of proof shall be the preponderance of the evidence standard (*i.e.*, it is more likely than not that the offense occurred).

11. The Chair of the Hearing Board shall rule on all procedural matters in accordance with this policy, with the procedural rules of the School, and with generally accepted terms of academic fairness. Whenever necessary, the Chair may seek the advice of the Assistant Dean for Student Affairs and/or the Office of General Counsel in procedural matters.

12. Hearing Board procedures shall, at a minimum, ensure:

a. that all allegations be fully heard and considered by the Hearing Board, whether or not the accused student admits committing the offense;

b. that witnesses designated by the complainant, the accused, the School administration or the Hearing Board be heard and that the accused be permitted to be present during testimony. The Hearing Board may request the presence of the complainant during the testimony of other witnesses, in whole or in part. In addition, administrative staff may be present during the Hearing Board proceedings to provide assistance to the Hearing Board;

c. that subject to protections provided by FERPA, both the complainant and the accused be afforded similar and timely access to any information that is considered by the Hearing Board;

d. that testimony during the hearing shall be recorded, excluding all deliberations by the Hearing Board. An accused student may request in advance that the School employ a court stenographer during the hearing, at the student's own expense, and obtain a copy of the recording or a transcript at his/her own expense;

e. that the Hearing Board complete its hearing procedures within forty (40) working days of the commencement of the hearing, and submit to the Dean of the School of Osteopathic Medicine, with copies to the complainant and to the accused within ten (10) working days thereafter, a written summary including the Hearing Board's findings of fact, determinations and recommendations;

f. that the recommendations of the Hearing Board may consist of any or no disciplinary action, based upon: the factual findings; the severity of the infraction; the accused student's education records at the School; any relevant mitigating circumstances; and any other relevant policies or codes of the School; and

g. that the Hearing Board recommendations are supported by no less than a majority vote of the members hearing the matter.

13. Examples of possible disciplinary actions include, but are not limited to:

a. Dismissal of charges: dismissal of the complaint and removal of the complaint from University records;

b. Reprimand: an oral or written statement by the Dean or his/her designee to the student involved;

c. Probation: a specific period of time during which conditions may be placed on the student's enrollment, and the student's academic achievement and/or conduct monitored by the School;

d. Suspension: a specific period during which the student is barred from enrollment;

e. Dismissal: severing of the affiliation between the student and the School;

f. Withholding of degree or certificate: temporary or permanent withholding of degree or certificate; and

g. Degree or certificate revocation.

14. All notices and correspondence to an accused student shall be sent certified mail, return receipt requested, or by another method providing confirmation of delivery, and such receipts or confirmations shall be retained by the School.

15. The School shall retain all records, notices, correspondence, tapes and transcripts pertaining to any action taken pursuant to this policy for a period of seven (7) years following conclusion of the action.

16. The Office of General Counsel may advise the Hearing Board and any administrative officer on interpretation of this policy and any other legal or procedural question at any time, except that no legal counsel shall be present during the taking of testimony by the Hearing Board.

17. There shall be no action taken to suspend or dismiss a student prior to completion of these disciplinary hearing procedures, unless, in the judgment of the Dean of the School of Osteopathic Medicine or his/her designee, the continued presence of the student poses a substantial and immediate danger to the welfare or safety of any person or property. The Dean of the School of Osteopathic Medicine may in such cases take action to prevent harm prior to and during the conduct of a hearing; the Hearing Board shall convene as rapidly as possible to render recommendations. A student suspended in this manner shall be given an opportunity to appear personally before the Dean of the School of Osteopathic Medicine or his/her designee to discuss the alleged misconduct and whether the student's continued presence poses a substantial and immediate danger to himself/herself, to others and/or to property. Alternatively, action may be taken pursuant to the RowanSOM policy entitled "Student Involuntary Leave of Absence or Involuntary Withdrawal."

18. If a complaint alleging a disciplinary infraction during a student's enrollment or other participation in University activities is submitted after the student has graduated or otherwise terminated the relationship with the University, the complaint may, at the Dean of the School of Osteopathic Medicine's discretion, be submitted to the Hearing Board in accordance with this policy and procedure. Revocation of a degree or certificate may be recommended by the Hearing Board to the Dean of the School of Osteopathic Medicine.

F. Appeals

1. Any party may submit an appeal of the Hearing Board's recommendations to the Dean of the School of Osteopathic Medicine.

2. An appellant must submit any appeal to the Dean of the School of Osteopathic Medicine in writing within five (5) working days of receipt of the Hearing Board's recommendations.

3. The Dean of the School of Osteopathic Medicine may review any education records of involved students, seek information and consult with any other party, including the student, complainant and members of the Hearing Board.

4. Except in extraordinary circumstances, (notice of which shall be provided by the Dean of the School of Osteopathic Medicine to the accused student and the complainant) the Dean of the School of Osteopathic Medicine or his/her designee shall, within thirty (30) business days of the last submission by any party of an appeal, render a final decision on disciplinary action to be taken and shall provide written copies of the decision to the student, the complainant and Hearing Board members.

5. Within five (5) working days of receipt of the Dean of the School of Osteopathic Medicine's decision, the accused student and, solely in matters alleging sexual harassment, violence or coercion, the complainant may submit a written appeal to the Senior Vice President for Health Sciences.

6. The Senior Vice President for Health Sciences may, at his or her discretion, review any education records of involved students and seek information and consult with any other party, including the student, complainant, members of the Hearing Board and the Dean of the School of Osteopathic Medicine. Except in extraordinary circumstances, (notice of which shall be provided by the Dean of the School of Osteopathic Medicine to the accused student and the complainant) the Senior Vice President for Health Sciences shall, within thirty (30) working days, render a non-appealable written decision and shall provide written copies of the decision to the student, the complainant, Hearing Board members and the Dean of the School of Osteopathic Medicine.

G. Permitted Communications and Confidentiality

To promote the safety and/or welfare of a student and/or of others, and to the extent permitted by FERPA and other applicable laws, the School or University officials may, when appropriate, report incidents of disruptive behavior, or other conduct of serious concern, to the student's next of kin and/or to other appropriate School or University officials or health care or counseling providers, or to law enforcement agencies.

Except for such reports and communications made pursuant to this policy, and to the extent permitted by FERPA and other applicable laws, all proceedings and deliberations conducted pursuant to this policy

and procedure will be considered confidential and may not be released or disclosed by any participant without permission from all of the involved parties or without valid subpoena or court order.

Students Participating in Educational Activities Outside RowanSOM or Any of its Affiliates

Questions should be directed to the Rowan University Office of General Counsel.

http://www.rowan.edu/provost/aft/documents/Statement_of_Understanding_08.pdf

<https://travel.state.gov/content/passports/en/alertswarnings.html>

EXHIBIT C

(For Inclusion in Catalog and/or Student Handbook.) This Statement Does Not Eliminate the Need for Students to Sign Waiver Forms). Waiver forms

Students at RowanSOM may request permission to participate in a program of study or other educationally related experiences (“Program”) outside the University or its affiliates. In consideration for being permitted to participate in a non-affiliated Program, students accept the following responsibilities and risks:

1. Before commencing the Program, the student must secure health insurance to provide adequate coverage for any injuries or illnesses sustained or experienced while participating in the Program. In addition to and separate from the requirement to carry health insurance, if studying outside the U.S., the insurance policy must include, but not be limited to, coverage for medical evacuation and repatriation. Medical and repatriation insurance may be provided through the student’s own health insurance coverage, by independently obtained travel insurance or by travel insurance which may be obtained by the University. The University will provide students with information concerning the availability of such commercial insurance for purchase. Students must confirm that their health care coverage will adequately cover them while outside of their area of residence or, if applicable, outside the United States, and release the University, its officers, employees, faculty and agents from any responsibility or liability for expenses or damages incurred for injuries or illnesses (including death) that may occur, including any expenses or funds that may be advanced by the University, or by an insurer covering travel, to facilitate the student’s safety or wellbeing. By way of example, an international travel insurer, such as International SOS, may advance funds to allow immediate medical treatment. Those funds may be charged to the University, and the student must agree to reimburse the University for the full amount. Student must agree to be personally responsible for seeking any available reimbursement from the health insurance provider and to be solely responsible for any costs not covered by the health insurer due to deductibles, co-payments, uncovered services or any other reason whatsoever. If an employee of Rowan University, employee must agree to allow the University legal authority to withhold from or garnish my future wages in the event of any such costs.
2. Student/employee is required to authorize RowanSOM to approve payment by any international travel insurer for overseas medical, dental or other offered services in the event of an emergency.
3. Non-affiliated Program institutions or agencies are independent operators and not sponsored or administered by the University in any manner. Notwithstanding any agreement by the

University to award academic credit for a course of study, the University does not require students to participate in such Programs in any way, and academic progress at the University will not be adversely affected by a decision not to participate. The University does not undertake any kind of control or supervision over Program institutions, or a student's program of study, itinerary, obtaining/maintaining the appropriate documents (passport/visa) for travel outside of the US, travel arrangements or accommodations.

4. There are unavoidable risks in travel and living away from home, including the risks of transportation, foreign political, legal, social and economic conditions; different standards of design, safety and maintenance of buildings, public places and conveyances; local medical and weather conditions and other unanticipated risks. Knowing these risks, and in consideration of being permitted to participate in the Program, students release and waive, on behalf of them, their family, heirs and personal representative(s), any claims or potential claims whatsoever for any and all liability for harm, injury, damage, claims, demands, actions, causes of action, costs and expenses of any nature that they may have or that may accrue to them, arising out of or related to participation in the Program. Students further agree to save and hold harmless the University, its officers, employees, faculty and agents, from any claim made by them or their family or personal representative(s) arising out of participation in the Program and any travel undertaken in connection with it.
5. Students are required to become informed of any recommendations or advisories issued by any United States governmental entity as to the risks of travel to and within Program locations. Students are also required to monitor the U.S. Department of State and Centers for Disease Control websites for travel warnings, alerts or travel health warnings concerning any location in which they have obtained approval to participate in a Program. If a travel warning, alert or travel health warning is issued, students are required to immediately Students Participating in Educational Activities Page 9 of 10 Outside Rowan University or Any of its Affiliates Amended: 06/01/11 advise the University and that the approval will be revoked. Travelers will enroll in the State Department's "Smart Traveler Enrollment Program (STEP)" at <https://step.state.gov/step/>. This program allows the traveler to enter information about the trip so the Department of State can assist in an emergency and provide routine information from the nearest US embassy or consulate. In addition, all travelers should have the U.S. Department of State Citizens Emergency Center Assistance to Travelers phone number readily available and accessible to them when in the foreign country: (202) 647-5225. If notification of the local U.S. Embassy is suggested by the Department of State website, students agree to maintain such notification of their local contact information and any other suggested data.
6. The University may engage travel insurance coverage which will provide assistance to students related to their safety and security while on international travel. Students are required to acquaint themselves with the coverage and assistance offered and are required to register requested information on the insurer's student travel information form so that the insurer and the University may locate and assist the student in case of emergency occurring during international travels. (Please consult the Office of Student Affairs for current travel insurance information.)
7. Students must recognize that each state and foreign country has its own laws and standards of acceptable conduct, and recognize that behavior which violates those laws or standards could harm the University, as well as the student's own health and safety. Students are required to

become informed of, and will abide by, all such laws and standards for the location of the Program and will assume the risk of any legal problems encountered with any government or controlling administration. The University is not responsible for providing any assistance under such circumstances.

ANY STUDENT WHO PARTICIPATES IN A PROGRAM OUTSIDE THE UNIVERSITY OR ITS AFFILIATES ACCEPTS THE ABOVE LIMITATIONS AND REQUIREMENTS AND ANY OTHER RELATED PROCEDURES ESTABLISHED BY THE UNIVERSITY.

Workplace Diversity
<http://www.rowan.edu/equity/>

REGISTRAR

One Medical Center Drive, Suite 210
P.O. Box 1011
Stratford, NJ 08084-1501
Telephone: (856) 566-7055
Fax: (856) 566-6475
E-Mail: wilmesrr@rowan.edu
Website: www.rowan.edu/som/education/registrar

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

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

Academic Calendars

First Year Program (Class of 2021)

08/06/17	Sun	White Coat Ceremony
08/07/17 - 08/11/17	Mon - Fri	Orientation and Registration
08/14/17	Mon	Fall Term begins
09/04/17	Mon	Labor Day - No classes
11/23/17 - 11/26/17	Thurs - Sun	Thanksgiving Recess - No classes
12/22/17	Fri	Fall term classes end
12/26/17 - 12/29/17	Tues - Fri	Remediation Period
12/29/17	Fri	Fall Term ends
01/01/18	Mon	New Year's Day - No classes
01/02/18	Tues	Spring Term begins
01/15/18	Mon	Martin Luther King Jr. Day - No classes
03/17/18 - 03/25/18	Sat - Sun	Spring Recess - No classes
03/30/18	Fri	Spring Holiday - No classes
04/26/18	Thurs	AROC Professional Day - No classes
TBD	Thurs	Research Day
05/18/18	Fri	Spring Term classes end
05/21/18 - 05/25/18	Mon - Fri	Remediation Period
05/25/18	Fri	Spring Term ends

Second Year Program (Class of 2020)

08/07/17	Mon	Registration / Fall term begins
09/04/17	Mon	Labor Day - No classes
11/23/17 - 11/26/17	Thurs - Sun	Thanksgiving Recess - No classes
12/22/17	Fri	Fall term classes end
12/26/17 - 12/29/17	Tues - Fri	Remediation Period
12/29/17	Fri	Fall Term ends
01/01/18	Mon	New Year's Day - No classes
01/02/18	Tues	Spring Term begins
01/15/18	Mon	Martin Luther King Jr. Day - No classes
03/17/18 - 03/25/18	Sat - Sun	Spring Recess - No classes
03/30/18	Fri	Spring Holiday - No classes
04/26/18	Thurs	AROC Professional Day - No classes
TBD	Thurs	Research Day
05/04/18	Fri	Spring Term classes end
05/7/18 - 05/25/18	Mon - Fri	Remediation Period
05/25/18	Fri	Spring Term ends

Third Year Program (Class of 2019)

06/26/17 - 06/29/17	Mon - Thurs	Clinical Years Orientation and Registration
07/03/17	Mon	Fall Term begins
07/04/17	Tues	Independence Day - No clerkships
09/04/17	Mon	Labor Day - No clerkships
11/23/17 - 11/26/17	Thurs - Sun	Thanksgiving Recess - No clerkships
12/17/17	Sun	Fall Term ends
12/18/17 - 1/1/18	Mon - Mon	Winter Break
01/02/18	Tues	Spring Term begins (Third Year Workshops day)
01/03/18	Wed	Spring Term clerkships begin
01/15/18	Mon	Martin Luther King Jr. Day - No clerkships
03/30/18	Fri	Spring Holiday - No clerkships
TBD	Thurs	Research Day
05/28/18	Mon	Memorial Day Holiday - No clerkships
06/17/18	Sun	Spring Term ends

Fourth Year Program (Class of 2018)

4/3/2017 - 6/18/17	Mon - Sun	Registration
06/19/17	Mon	Fall Term begins
07/04/17	Tues	Independence Day - No clerkships
09/04/17	Mon	Labor Day - No clerkships
11/23/17 - 11/26/17	Thurs - Sun	Thanksgiving Recess - No clerkships
12/03/17	Sun	Fall Term ends
12/04/17	Mon	Spring Term begins
12/25/17	Mon	Christmas Day - No clerkships
01/01/18	Mon	New Year's Day - No clerkships
01/15/18	Mon	Martin Luther King Jr. Day - No clerkships
03/20/18	Tues	Mandatory Financial Aid Exit Program - No clerkships
03/30/18	Fri	Spring Holiday - No clerkships
TBD	Thurs	Research Day
04/22/18	Sun	Spring Term ends
05/11/18	Fri	Commencement ceremony (Subject to change)
05/30/18	Wed	Degrees awarded (Diploma date)

Address Changes

The Office of the Registrar maintains student's mailing and permanent addresses on the University database. To change either address, complete the Address Change Form at <http://www.rowan.edu/som/education/registrar/forms.html>

Academic Attire

Faculty obtain academic attire for the Commencement ceremonies through the Office of the Registrar. Students will order academic attire online from the company with which RowanSOM contracts.

Annual Notification of Rights Under FERPA (Family Educational Rights and Privacy Act (FERPA)) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review their education records within 45 days of the day an appropriate University official receives a written request for access. Students shall submit to the Registrar, Financial Aid Director, Associate Dean or other appropriate University or School official written requests that identify the record(s) they wish to inspect.
2. The right to request the amendment of education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading by writing to the University official responsible for the record, clearly identifying the part of the record they want changed, and specifying why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify

the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

A School official has a legitimate educational interest if he/she is:

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

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

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

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

permanently retain, and share without your consent private personally identifiable information from your education records, and they may track your participation in education and other programs by linking such private personally identifiable information to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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

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

Course Rosters

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

Diplomas

Diplomas will be mailed in June to any student who has completed all degree requirements by May 30th.

Grade Rosters

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

Name Changes

A student who wants to change the name that was provided at admission must complete the Name Change Affidavit found at <http://www.rowan.edu/som/education/registrar/forms.html> , and provide supporting legal documentation.

Registration

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

Transcripts

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

<http://www.rowan.edu/som/education/registrar/forms.html>

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

Verifications/ Letters of Good Standing

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

<http://www.rowan.edu/som/education/registrar/forms.html>

RowanSOM STUDENT CODE OF CONDUCT

[RowanSOM Student Code of Conduct.pdf](#)

PREAMBLE

We, the students of Rowan University School of Osteopathic Medicine, subscribe to the high standards of conduct that have evolved over the years within the osteopathic medical profession. RowanSOM students join the faculty and administration in accepting personal and collective responsibility for maintaining standards of professionalism, including honesty, integrity, respect, and accountability, which are essential attributes to becoming a physician. Abiding by these principles begins on the first day of medical training.

The following code provides specific guidelines that all students are expected to review and to abide by. Students will be required to sign an agreement acknowledging that they have read and understood the following Student Code of Conduct. This Student Code of Conduct will be used by school administrators when evaluating a student's performance or any deviations from expected behavior.

GENERAL PRINCIPLES

1. Each student must demonstrate integrity and honesty in all academic and professional matters.
2. Each student must be aware of and abide by all applicable federal, state, and local civil and criminal laws and regulations.
3. Each student must be aware of and abide by all University and School policies, rules, procedures and standards, both general and academic.
4. Each student must truthfully represent his/her work and the work of others.
5. Each student must demonstrate respect in all interactions with faculty, staff, students, patients and other members of the health care team.
6. Each student must demonstrate respect for property at all times.
7. Each student must take responsibility to assess his/her own actions and the actions of others and report violations of this Student Code of Conduct to a member of the SOM Honor Council or the Assistant Dean for Student Affairs.
8. In a situation where it is unclear whether an individual's conduct is unprofessional, it is a student's responsibility to seek clarification from a member of the SOM Honor Council or the Assistant Dean for Student Affairs.

I. EXAMPLES OF VIOLATIONS OF ACADEMIC INTEGRITY

CHEATING occurs when an individual misrepresents his/her mastery of the subject matter or assists another to do the same. Instances of cheating include, but are not limited to:

1. Copying another's work and submitting it as one's own on an examination, paper or other assignment;
2. Allowing another to copy one's work;
3. Using unauthorized materials during an examination or evaluation such as a textbook, notes, or any electronic devices.

4. Collaborating with another individual by giving or receiving unauthorized information during an examination or evaluation.
5. Reproducing or distributing unauthorized information about an examination or evaluation.
6. Changing, altering, or falsifying a graded examination, completed evaluation, grade report form or transcript.
7. Taking an exam for another or allowing another to take an exam for oneself.

PLAGIARISM is an act whereby an individual represents someone else's words, ideas, or data, whether oral, in print or in electronic form as his/her own work. This includes internet and web-based resources. Examples include, but are not limited to:

1. Using the exact words of another source without quotations and appropriate referencing;
2. Using the ideas, opinions, data or theories of another without a reference, even if completely paraphrased;
3. Using charts, diagrams, and/or any image from another source without revision, permission from the author and/or appropriate referencing.

FABRICATION/FALSIFICATION is the deliberate use of false information or withholding of information with the intent to deceive. Examples include, but are not limited to:

1. Using information from a source other than the one referenced;
2. Listing of references in a bibliography that were not used in a paper;
3. Falsifying or withholding data in experiments, research projects, notes, reports, or other academic exercises;
4. Falsifying or withholding data in patient charts, notes or records;
5. Submitting papers, reports or projects prepared in whole or part by another;
6. Falsifying records for the purposes of personal gain.

II. EXAMPLES OF UNPROFESSIONAL BEHAVIOR include, but are not limited to:

1. Failing to address respectfully the faculty, staff, and peers in both the academic and clinical settings.
2. Behaving or speaking in a manner which could be interpreted as demeaning or disrespectful regarding a patient.
3. Failure to adhere to HIPAA or FERPA policies.
4. Disruptive behavior which includes, but is not limited to, using foul language, yelling, mock fighting, threatening behavior or other forms of intimidation, public displays of affection, or other inappropriate actions.
5. Failing to attend required student/intern teaching sessions, i.e. morning report, grand rounds, and lectures without direct permission.
6. Failure to adhere to required rotation schedules, including assigned daily hours and after hour call responsibilities unless specifically excused.
7. Failure to adhere to dress code and standards set forth by the school and its clinical affiliates.
8. Professionalism extends not only to in-person interactions, but to written discussions including postings on internet forums and social networking sites. Statements made by students through online networks are public, and are treated as if they were made verbally in public places.

- Students are expected to monitor others' postings on their own profiles, including tagged photos, to ensure that content is appropriate
- Relationships online among students, other professionals, and patients are subject to school policies regarding harassment, including sexual and racial offences. Cyberstalking and posting of explicit photographs are examples of harassment that are subject to review.
- Online posts slandering colleagues - including attending & resident physicians, peers, and clinical staff -are unacceptable. Students should seek to maintain privacy of their colleagues unless given explicit consent to use their names or likenesses.
- HIPAA measures extend to the online forum. Students should avoid commenting on or posting photographs of specific patients or their body parts. Written permission by patients to post this information must be obtained. Sharing private information obtained from patients' social networking sites should also be avoided.
- Avoid accessing inappropriate or sexually explicit sites while in the academic and clinical settings.
- Students should avoid giving specific medical advice online

III. OTHER ACTS OF MISCONDUCT include, but are not limited to:

1. Forging an instructor's signature or initials on examinations, evaluations, lab reports or other academic materials, and forgery, alteration, or misuse of School documents, records or identification;
2. Misrepresenting a clinical rotation in scheduling elective or selective rotations.
3. Unauthorized entry, or assisting another in unauthorized entry, into a University building, office or confidential computer file for any purpose;
4. Obtaining, distributing, accepting or reviewing examinations, lab reports or other confidential academic materials without prior and explicit consent of the instructor;
5. Submitting written or computer work to fulfill requirements of more than one course without the prior and explicit permission of both instructors;
6. Impeding the progress of another by sabotaging their work (written or computer data, laboratory experiments, etc.), deliberately providing false or misleading information, or withholding or hiding information, books or journals;
7. Obstruction or disruption of teaching, research, administration, procedures, or other School activities;
8. Theft, damage, or the threat of damage to another person's property;
9. Any action that harms, threatens bodily harm or presents an imminent danger to another person;
10. Possession or use of firearms, explosives, dangerous weapons on university property in violation of federal, state or local law or university regulations;
11. Use, possession, prescription, or distribution of drugs not pursuant to the laws of the state or federal statutes;
12. Violations of any established Rowan University policies or regulations.

IV. PATIENT CARE

Students shall also adhere to the Code of Ethics of the American Osteopathic Association. The American Osteopathic Association has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic physician's ethical and professional responsibilities to patients, to society, to the AOA, to others involved in healthcare and to self.

Further, the American Osteopathic Association has adopted the position that physicians should play a major role in the development and instruction of medical ethics.

STUDENT AFFAIRS

Office of Student Affairs and Alumni Engagement

One Medical Center Drive, Suite 210

P.O. Box 1011

Stratford, NJ08084-1501

Telephone: (856) 566-6740

Fax: (856) 566-6341

http://www.rowan.edu/som/education/student_affairs/index.html

Student Affairs and Alumni Engagement serves as a focal point for non-curricular matters pertaining to students. All students are obligated to comply with University Bylaws, policies and procedures and the University policy manual at all times during their enrollment.

Alumni Association/ Alumni Facts

The charter class of the School of Osteopathic Medicine graduated in 1981 with 21 members. Today, the School graduates more than 150 students each year and that number will climb to 162 with the class of 2016.

Below are some facts about the Alumni Association:

- More than 2,000 alumni members, 1981 - 2012
- About half of the alumni live and/or practice in New Jersey
- Nearly half of our alumni are practicing in primary care medicine disciplines
- One out of every four alumni enters into a family medicine practice
- An estimated 10% of RowanSOM alumni practice at least 50% of their time in medically underserved communities (MUC's)
- About 15% of our alumni participate in the Annual Fund Campaign.
- Several alumni have created endowments that support scholarships for perpetuity

Orientation

Orientation week is traditionally held the first week in August following the White Coat Ceremony. First-year students are required to attend a wide variety of informational lectures on topics including curriculum, student health and wellness, financial aid, policies and procedures, HIPAA, blood borne pathogens, infection control, public safety, facilities and resources. Panel discussions with primary care physicians, guest speakers from the New Jersey Association of Osteopathic Physicians and Surgeons and the RowanSOM Alumni Association as well as activities including introduction to vital signs, patient care and osteopathic manipulative medicine are also part of the programming. Several social events and a voluntary community service project allow new students the opportunity to become familiar with South Jersey and the RowanSOM – its campus, facilities, student body, faculty and staff.

Room Reservations must be made 72 hours in advance.

Reservation requests will only be accepted using [this on-line request form](#). Those seeking room reservations with less than 72 hours' notice will need to check for open rooms at the date/time that you want to hold your meeting.

http://www.rowan.edu/som/education/student_affairs/roomform.html

For more extensive student services, visit our web page at:

<http://www.rowan.edu/som/students/index.html>, "For Students" tab.

RowanSOM Commencement

An annual convocation ceremony is held to specifically acknowledge the accomplishments of graduating students. Students, parents, faculty and guests are invited to the ceremony which is followed by a reception and dinner dance. During this event, students and faculty are presented with several awards, including:

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

Student Health Services

It is important to note that the University policy emphasizes the student's mental and physical well-being. Acceptance and matriculation at the School are contingent upon continued mental and physical well-being, sufficient to demonstrate ability to successfully complete the program of studies at this School. In order to determine standing, the School reserves the right to require a mental or physical examination after matriculation at the School to evaluate fitness for continued studies. Specific health and immunization requirements for matriculation can be found on Page 105.

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

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.

Stratford Campus Director of Student Health

Katharine Garnier, M.D.
42 E. Laurel Rd, Suite 2100A
Stratford, NJ08084-1501
Telephone: (856) 566-6825
Fax: (856) 566-6899
E-mail: garnieka@rowan.edu

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

Student Lounges

The student lounge on the second floor of the Academic Center was named in honor of Howard Levine, D.O., an osteopathic physician in general practice in Bayonne, NJ, who was instrumental in promoting legislation which led to the creation of the School of Osteopathic Medicine in 1976.

Student Mental Health Services

Students are offered mental health services through the Department of Psychiatry and Behavioral Sciences. Students with issues of stress, depression, anxiety, sexual harassment, or difficulty adjusting to the pressures of the health care profession are encouraged to contact:

Dr. Elina Maymind
2250 Chapel Avenue, West, Suite 100
Cherry Hill, NJ 08002
(856) 482-9000

An individual may be self-referred or referred by the Office of Student Health or other departments of the School. Confidentiality of the student is respected. Services include evaluation and assessment, individual short-term dynamic psychotherapy, medication management, referral to appropriate resources, and stress management workshops.

[Student Mental Health - SOM Department of Psychiatry](#)

Student Wellness Program (SWP)

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

Voorhees Office Hours: Mon/Wed: 12-8pm; Tues/Thurs/Fri: 9-5pm.

Rowan University, Student Wellness Program

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

If you or someone you know needs guidance or counseling:

See or Call:	Dr. Lambert	856-566-6972
	Dr. Boyd	856-566-6031

Contact the Student Wellness Program (SWP): 856-770-5750
This is a free, confidential, short-term service for RowanSOM students

Contact the RowanSOM Department of Psychiatry in Cherry Hill: 856-428-9000

If you or someone you know is in crisis:

Call the Crisis Hotline/ Twin Oaks: 856-428-4357
located at:
Kennedy Hospital-Cherry Hill
2201 Chapel Avenue, West
Cherry Hill, NJ 08002

Call 9-1-1, or go to the Emergency Room at Kennedy Hospital-Stratford or Kennedy Hospital-Cherry Hill

Call RowanSOM Public Safety Police Emergency Line:
856-256-4922

University Commencement

Commencement is a University-wide function. All graduates are expected to attend unless excused for a legitimate reason.

White Coat Ceremony

The tradition of holding a white coat ceremony was inspired by the Arnold P. Gold Foundation. 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.

STUDENT GOVERNMENT ASSOCIATION (STUCO) CONSTITUTION

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

<http://www.rowan.edu/som/stucoweb/documents/stucoConstitution.pdf>

STUDENT PROFESSIONAL SOCIETIES & CLUBS OF SOM

Contact Information: [AY17-18 Student Leadership](#)

American Association of Physicians of Indian Origin (AAPI)

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

American College of Emergency Physicians (ACOEP)

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

American College of Family Physicians (ACOFP)

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

American College of Osteopathic Neuropsychiatry (ACONP)

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

American Geriatric Society (AGS)

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

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

The purpose of the American Medical Association-Medical Student Section (AMA-MSS) is to promote the leadership of medical students through networking opportunities, professional development, medical advocacy and community service. This organization serves as a link between medical students and established physicians to further explore the medical profession.

American Medical Student Association (AMSA)

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

American Physicians & Scientists Association (APSA)

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

Anesthesiology Club

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

Association of Muslim Medical Students (AMMS)

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

Cardiology Club

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

Complementary and Alternative Medicine Association (CAMA)

CAMA explores the alternatives and complements to conventional treatment by sharing knowledge of preventative medicine, eastern medicine, naturopathy, and manipulative medicine. We focus on holistic forms of treatment and these forms will be presented in lectures, presentations, and/or events for the upcoming year.

Christian Medical and Dental Association (CMDA)

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

FITdocs

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

Infectious Disease Club

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

International Federation of Medical Students Association (IFMSA)

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

Italian American Student Physicians' Association (IASPA)

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

Jewish Osteopathic Medical Association (JOMA)

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

LGBT Association of Students of Health (LASOH)

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

Latino Medical Student Association (LMSA)

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

Medical Students for Choice (MSFC)

Medical Students for Choice (MSFC) is a national non-profit organization representing over 10,000 medical students and residents at 134 medical schools in the U.S. and Canada. MSFC at RowanSOM is dedicated to increasing awareness of reproductive health issues, providing a forum for medical students to discuss these topics, and offering resources and support to future abortion providers and pro-choice

physicians. In addition to what MSFC has to offer you on campus, the national MSFC office has amazing training opportunities and grants that are available all year round.

Medical Vegetarian Society

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

Musicians in Medicine

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

National Osteopathic Women's Physician Association (NOWPA)

The National Osteopathic Women Physicians Association (NOWPA) is a professional organization that promotes the strength and growth of women physicians and students. This group works toward the recognition of women osteopathic physicians and acts to address the needs of women within the health care profession.

Obstetrics and Gynecology Society (OBS)

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

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

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

Positive Alternative Youth Outreach (PAYO)

PAYO is an organization on campus that works hand-in-hand with the Boys and Girls Club of Camden to introduce new forms of learning to inner-city children. We use any talent that you may have, including art, music, sports, tutoring, and playing with the children.

Physical Medicine and Rehabilitation Club (PM&R)

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

Radiology Society (RADS)

The Radiology Society is an organization open to all students of the RowanSOM community and all of its affiliates. Attendance at our meetings presents the opportunity to learn the various modalities offered

by the field of radiology; to build professional skills in learning to identify anatomical structures and certain disease processes and medical illness; and to raise awareness concerning innovations and advancements in the realm of radiology.

Rowan Osteopathic Medicine & the Arts (ROMA)

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

South Jersey Catholic Medical Association

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

Student American Academy of Osteopathy (SAAO)

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

Student Association of Military Osteopathic Physicians and Surgeons (SAMOPS)

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

Student American Osteopathic Academy of Orthopedics (SAOAO)

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

Student National Medical Association (SNMA)

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

Student American Osteopathic Association of Sports Medicine (SOASM)

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

Student Osteopathic Hematology Oncology Association (SOHOA)

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

Student Osteopathic Internal Medicine Association (SOIMA)

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

Student Osteopathic Medical Association (SOMA)

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

Student Osteopathic Surgical Association (SOSA)

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

Student Pediatric Medical Association (SPMA)

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

SYNAPSE

SYNAPSE aims to provide a platform at RowanSOM that will inform students of healthcare issues and inspire them to cause change through innovation. SYNAPSE is trying to create a culture of healthcare professionals at Rowan directed toward advancing medicine and medical education through student-based initiatives focused on innovation and leadership.

The Wilderness Medicine Club

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

TELEPHONE DIRECTORY

Dean	856-566-6995
Senior Associate Dean for Academic Affairs	856-566-6031
Assistant Dean for Student Affairs	856-566-6972
Public Safety – EMERGENCY	911
Public Safety (Non-Emergency)	856-256-4922
Academic Affairs	856-566-6031
Academic Technology	856-566-7123
Admissions	856-566-7050
Alumni Engagement.....	856-566-6740
Assistant Dean for Admissions.....	856-566-7050
Assistant Dean for Clinical Education	856-566-6058
Assistant Dean for Graduate Medical Education	856-566-7121
Associate Dean for Assessment & CEAC	856-566-6070
Associate Dean for Research & Grad. School of Biomedical Sciences.....	856-566-6075
Chief Financial Officer	856-566-6994
Chief Operations Officer	856-566-6414
Cafeteria (Top Doc's).....	856-566-6703
CARES Institute of NJ.....	856-566-7036
Cashier	856-566-6791
Cell Biology.....	856-566-6078
Center for Teaching and Learning.....	856-566-6792
Clinical Education & Assessment Center	856-566-6172
Clinical Education/Academic Affairs Office.....	856-566-6726
Continuing Medical Education	856-566-6358
Emergency Medicine.....	856-346-7985
Family Medicine	856-566-6085
Financial Aid	856-566-6008
Graduate Medical Education	856-566-7121
Human Resources	856-566-6159
Information	856-566-6000
Information Resources and Technology (IRT)	856-566-2787
Internal Medicine.....	856-566-6845
Library	856-566-6800
Molecular Biology	856-566-6077
NJ Institute for Successful Aging	856-566-6843
Obstetrics / Gynecology.....	856-566-1414
Osteopathic Manipulative Medicine	856-566-2877
Pathology	856-566-6161
Pediatrics.....	856-566-7040
Pharmacy/Bookstore	856-346-3535
Problem Based Learning	856-566-6734
Public Relations.....	856-566-6171
Psychiatry.....	856-482-9000
Registrar	856-566-7055
School Spirit Store.....	856-566-6788

Standardized Patient Lab	856-566-6172
Student Affairs	856-566-6740
Student Health Services	856-566-6825
Student Mental Health Services	856-482-9000
Student Wellness Program	856-770-5750
Surgery	856-566-6875
Wellness Center	856-566-6746
Workplace Diversity	856-256-5440

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