



STUDENT **HANDBOOK**

2024-2025

Robert Wood Johnson Medical School
675 Hoes Lane West
Piscataway, NJ 08854
rwjms.rutgers.edu

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This handbook is informational only and does not constitute a contract between Robert Wood Johnson Medical School, part of Rutgers, The State University of New Jersey, and any student. It may be changed by Robert Wood Johnson Medical School without prior notice to students. Any rules, regulations, policies, procedures, or other representations made herein may be interpreted and applied by Robert Wood Johnson Medical School to promote fairness and academic excellence, based on the circumstances of each individual situation.

This handbook represents a program of the current curricula, educational plans, offerings, and requirements of the Robert Wood Johnson Medical School. The school reserves the right to change any provisions, offerings, tuition, fees, or requirements at any time within the student's period of study at the medical school.

Please Note: To find the most pertinent information please consult the [RWJMS website](#) and follow the respective links. Thank you for your cooperation.

RWJMS STUDENT **HANDBOOK**

ACADEMICS

Academic Programs: Curriculum

The Curriculum

Basic and clinical medical knowledge is increasingly complex and changing at increasing rates. The curriculum at Rutgers Robert Wood Johnson Medical School seeks to broaden the concept of competence, with a re-emphasis on the competencies and character that are inherent in the profession of medicine, while maintaining the traditionally emphasized development of skills and knowledge. We seek to cultivate physicians who value the scientific method; are enthusiastic about learning; are committed to self-directed, lifelong learning; are compassionate toward and respectful of patients and their families; demonstrate personal honesty and integrity; embody professional identity and responsibility; collaborate enthusiastically as members of teams; value and respect differences; and are dedicated to prevention, diagnosis and treatment of disease and disability. In short, we seek to train physicians who are committed to evidence-based, ethical, sound, and contextually relevant decision-making.

Note: A complete description of the curriculum and information about blocks of study (M1 and M2) and required clerkships (M3 and M4) can be found on the [Education page of the school website under "Curriculum."](#)

Academic Calendar 2024-2025

First Year Academic Dates

Start of Academic Year	July 22, 2024
Labor Day Holiday	September 2, 2024 (No classes)
Thanksgiving Recess	November 28-29, 2024
Winter Break	December 12, 2024 – January 3, 2025
Martin Luther King Day	January 20, 2025 (No classes)
Memorial Day	May 26, 2025 (No classes)
End of Academic Year	June 4, 2025

Second Year Academic Dates

Start of Academic Year	July 29, 2024
Labor Day Holiday	September 2, 2024 (No classes)
Thanksgiving Recess	November 28-29, 2024
Winter Break	December 23, 2024 – January 3, 2025
Martin Luther King Day	January 20, 2025 (No classes)
End of Academic Year	April 11, 2025
<i>*Remediation during winter break and end of spring semester</i>	

Third Year Academic Dates

Start of Academic Year	April 15, 2024
Memorial Day	May 27, 2024 (No classes)
Juneteenth	June 21, 2024 (No classes)
Independence Day	July 4, 2024 (No classes)
Labor Day Holiday	September 2, 2024 (No classes)
Thanksgiving Recess	November 28-29, 2025
Winter Break	December 23, 2024 – January 3, 2025
Martin Luther King Day	January 20, 2025 (No classes)
End of Academic Year	April 11, 2025

Fourth Year Academic Dates

Start of Academic Year	May 13, 2024
Memorial Day	May 27, 2024 (No classes)
Juneteenth	June 21, 2024 (No classes)
Independence Day	July 4, 2024 (No classes)
Labor Day Holiday	September 2, 2024 (No classes)
Thanksgiving Recess	November 28-29, 2024
Winter Break	December 23, 2024 – January 3, 2025
Martin Luther King Day	January 20, 2025 (No classes)
End of Academic Year	May 9, 2025

Pre-Clerkship Block and Course Directors

AY 24-25

Preclerkship Course Directors Subcommittee Chair: Malvika Kaul, PhD
Associate Dean for Preclerkship: Sarang Kim, MD

Wadee'ah Terry, M1 Curriculum Coordinator
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terrywa@rwjms.rutgers.edu

Shirley L. Brooks, M2 Curriculum Coordinator
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brookssl@rwjms.rutgers.edu

Melinda Torok, MA, Physicianship Coordinator
Office of Education, Room N103
Phone: (732) 235-4969
melindma@rutgers.edu

Block 1: Physicianship

Courses: Introduction to Physicianship; Physicianship Development and Practice 1-3

Betsy Mathew, MD
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Paul Weber, MD, RPh, MBA
Phone: 732-235-4833
Email: pfw6@rwjms.rutgers.edu

Block 2: Foundations in Medical Sciences

Courses: Cells to Structure; Principles of Pharmacology, Disease, & Defense

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Phone: 732-235-6414
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John Pintar, PhD
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Grace Pinhal-Enfield, PhD, ACUE
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Block 3: Integrated Systems 1

Courses: Metabolism & Cardiovascular Systems; Pulmonary & Renal Systems

Siobhan Corbett, MD

Phone: 732-235-7348

Email: corbetsi@rwjms.rutgers.edu

Malvika Kaul, PhD

Phone: 732-235-6414

Email: kaulma@rwjms.rutgers.edu

Block 4: Integrated Systems 2

Courses: Endocrinology & Reproductive Systems; Gastrointestinal System

Siobhan Corbett, MD

Phone: 732-235-7348

Email: corbetsi@rwjms.rutgers.edu

Block 5: Movement, Brain, and Behavior

Courses: Clinical Neuroscience; Behavioral Sciences

Diana Glendinning, Ph.D.

Phone: 732-235-4137

Email: glendids@rwjms.rutgers.edu

Kaliris Salas-Ramirez, PhD

Email: ks272@rwjms.rutgers.edu

Block 6: Physicianship 2

Courses: Physicianship Development and Practice Sessions 4-6

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Paul Weber, MD, RPh, MBA

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Clerkship Directors and Coordinators – New Brunswick

Third Year

Family Medicine Clerkship

Joyce Afran, MD

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Betsy Mathew, MD (732) 235-8993

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Enid Cruz (Coordinator) (732) 235-4200

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Medicine Clerkship

Deborah Kim, MD

MEB 484C, New Brunswick (732) 235-6442

deborah.kim@rwjms.rutgers.edu

Missy Wimbush (Coordinator)

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missy.wimbush@rutgers.edu

Obstetrics and Gynecology Clerkship

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Milagros Bonilla (Coordinator) (732) 235-7755

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Pediatrics Clerkship

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Vish Dutt (Coordinator)

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Psychiatry Clerkship

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Roseanne Dobkin, PhD (732) 235-4051

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Surgery Clerkship

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Neurology Clerkship

Igor Rybinnik, MD
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Helen Han, MD
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Fourth Year

Critical Care Selective: Surgery/Medicine

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Conrad Johnson (Coordinator) 732-235-3459
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Critical Care Selective: Pediatrics

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Emergency Medicine Clerkship

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PCM3 & PCM4

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Academic Support: The Cognitive Skills Program

Robert Lebeau, EdD Director, Cognitive Skills Program

Email: robert.lebeau@rwjms.rutgers.edu

Faculty Members:

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Hanin Rashid, PhD

Email: hanin.rashid@rwjms.rutgers.edu

Phone: (732) 235-4129.

Location: R-109

Where is R-109?

- First floor of the Research Tower: If you enter the building from the main doors, instead of turning right for the Great Hall make a left, then pass through both sets of double doors. Cog Skills is on the right.

The Cognitive Skills Program (aka “Cog Skills”) faculty provide individual counseling and group seminars regarding study strategies for learning in medical school, test-taking, and time management. Services are available to students in all four years of medical school.

What does Cognitive Skills have to offer?

- Want to get off to a good start for efficient and effective studying in your courses? Cog Skills can help to instill strong lifelong learning strategies.
- Having trouble meeting your study goals? Cog Skills can help with time management.
- Struggling to transition from college exams to medical school exams? Cog Skills has useful tips to help with this transition.
- Want to reflect on an exam more thoroughly? Cog Skills will help you determine patterns underlying success and errors.
- Want more information about effective study strategies? Key slides from Cog Skills presentations will be available in our course management systems.
- Tutoring: Peer review sessions and support are available for preclerkship students. Information on time and place is sent to the whole class by email. Be in touch with Cog Skills faculty to discuss additional peer tutoring
- Cog Skills can help guide your ongoing review for Steps 1 and 2 and will help you make study schedules for dedicated Step study. Cog Skills has trained faculty who will help you create an individualized study plan that even includes breaks!

For more information about the program & to schedule an appointment call (732) 235-4129 or email cogskills@rwjms.rutgers.edu. Stopping by the front desk is also an efficient way to schedule.

Academic Programs: Special Programs

Distinction Programs

Distinction Programs Overview

Rutgers – Robert Wood Johnson Medical School’s prestigious and rigorous Distinction Programs support and recognize students who have shown exceptional involvement, accomplishment, and scholarship in specialized areas of medical education. There are currently ten distinction programs offered, with more information about each listed below. Students generally explore distinction programs and express interest in particular programs *during their first and second years*. Students who fulfill program requirements by *mid-December of their graduation year* will receive notation on their official diplomas and be listed on the Convocation program as having graduated with their specific distinction. Students who complete a distinction program before *August 1st of their graduation year* will also have their achievement recognized in their Medical Student Performance Evaluation (MSPE) letter. Students graduating with a distinction will present their culminating project at the RWJMS Spring Distinction Symposium in March.

Distinction in Research Program (DIR)

Anna Petrova, MD, PhD, MPH

Professor of Pediatrics

Email: petroran@rwjms.rutgers.edu

Office: 732-235-7319

Cell: 732-322-9162

Designed for: Students who demonstrate commitment to dedicating time to conduct a research project and producing concrete results in the form of a thesis report or publication

Culminating Project and Requirements:

- Submit an original research project in clinical or basic science that is not part of any other degree for approval by the DIR committee
- Complete a formal mentorship program under the guidance of a customized Student Advisory Committee chosen by the DIR Committee
- Produce a written product (thesis report or manuscript) that is submitted or published

More information can be found on the [DIR website](#).

Distinction in Medical Education Program (DIME)

Kristen Coppola, PhD, Director

Assistant Professor, Cognitive Skills Program

Email: kristen.coppola@rutgers.edu

Designed for: Students who are interested in teaching, educational scholarship, and/or a career in academic medicine.

Requirements and Culminating Project:

- Didactic training in theory and skills requirements:
 - Complete the Distinction in Medical Education non-credit elective (MDC 0957) during pre-clerkship phase.
 - Complete a 2-4 week Academic Medicine Elective (MDC 9003 or equivalent) during clerkship phase.
- Culminating Project:
 - Complete medical education research project.
 - Publish manuscript based on project or present at national/regional conference.
 - Submit final paper and present work at RWJMS Distinction symposium.

More information can be found on the [DIME website](#).

Distinction in Service in the Community Program (DISC)

Susan Giordano, BA, Co-Director

Program Director, Homeless & Indigent Population Health Outreach Project (HIPHOP) Office of Community Health

Phone: 732-235-4198

Email: susan.giordano@rwjms.rutgers.edu

Maria Pellerano, MA, MBA, MPH, Co-Director

Assistant Professor

Department of Family Medicine and Community Health Phone: 732-235-6022

Email: pellerma@rwjms.rutgers.edu

Designed for: Students who have shown exceptional interest, leadership and commitment to the community and working with under-resourced populations

Requirements and Culminating Project:

- Complete the SIRCH/ICCUCCE elective and volunteer at four different community service events (at least 2 hours each) during M1 and M2 year
- Assume a significant level of responsibility in creating a project with a community partner and involvement at each step: needs assessment; collaborative planning of a feasible intervention; involvement of community leaders as health advocates; implementation of the intervention; evaluation and dissemination of a focused, sustainable new community health initiative

More information can be found on the [DISC website](#).

Distinction in Medical Innovation and Entrepreneurship Program (DiMIE)

Paul F. Weber, MD, RPh, MBA

Associate Dean, Continuing Medical Education

Email: pfw6@rwjms.rutgers.edu

Office: (732) 235-4833

Cell: (732) 865-2799

Designed for: Students who want to learn how to conceptualize, design, and develop ideas that have the

potential to solve healthcare-based problems related to improving the patient experience, reducing costs and health disparities, and positively impacting the community and population health and health equity

Requirements and Culminating Project:

- Complete the eight required DiMIE Curriculum credits before graduation year
- Develop a formal written business plan that includes lessons learned and with its submission to the Program Director (PD) required before delivery of the requisite live oral presentation to the PD and, as available, Project Mentors and DiMIE Program students

More information can be found on the [DiMIE website](#).

Distinction in Global Health Program (DIGH)

Karen WeiRu Lin, MD, MS

Assistant Dean for Global Health

Professor of Family Medicine & Community Health Phone: 848-932-0232

Email: kl169@rwjms.rutgers.edu

Angela Gitau, MD

Program Manager, Office of Global Health

Phone: 848-932-0230

Email: angela.gitau@rutgers.edu

Email: globalhealth@rwjms.rutgers.edu

Designed for: Students who show exceptional interest, leadership, and commitment to global or local health initiatives

Requirements and Culminating Project:

- Complete the global health didactics program throughout M1-M4 years
- Assume a significant level of responsibility in the collaborative planning, implementation, evaluation, and dissemination of a focused, sustainable global or local health initiative
- Produce a scholarly project in a format suitable for submission to a journal

More information can be found on the [DIGH website](#).

Distinction in Leadership in Academic Health Program (DILAH)

Carol A. Terregino, MD

Senior Associate Dean for Education and Academic Affairs; Associate Dean of Admissions Professor of Medicine

Email: terregca@rwjms.rutgers.edu

Scott Moerdler, MD

Associate Professor of Pediatrics Pediatric Hematology Oncology Rutgers Cancer Institute of New Jersey

Email: scott.moerdler@rutgers.edu

Designed for: Students who show exceptional interest, leadership, and commitment to careers in

academic medicine

Requirements and Culminating Project:

- Complete the Distinction in Leadership in Academic Health didactic program during M1 and M2 year
- Complete an “administrative” externship and associated reflection activity
- Develop skills in the collaborative planning, implementation, and participation and dissemination of a field project in the realm of academic medicine administration and author a manuscript in a format suitable for publication

More information can be found on the [DILAH website](#).

Distinction in Bioethics Program (DIBE)

Paul F. Weber, MD, RPh, MBA

Associate Dean, Continuing Medical Education

Email: pfw6@rwjms.rutgers.edu

Office: (732) 235-4833

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Karthik Kota, MD

Assistant Professor of Medicine and Geriatrics

Chair of the Ethics Committee, Robert Wood Johnson University Hospital – New Brunswick

Email: ksk63@rwjms.rutgers.edu

Designed for: Students with varied interests (clinical ethics, public health ethics, global health ethics, research ethics, health issues in public policy, etc.) who want to engage in a supportive community of bioethics scholars and mentors

Requirements and Culminating Project:

- Complete the Bioethics NCE by attending a number of eligible events, including monthly RWJUH Ethics Committee meetings, annual Stahl Memorial Lecture in Bioethics, annual Rutgers Bioethics Society symposium, and any ethics-related lectures by Distinction in Bioethics faculty
- Complete a one (or more) week elective in Hospice and Palliative Medicine (MED 9500)
- Participate in at least two bioethics consultations in the hospital along with the attending
- Complete a capstone project within the realm of ethics that may take the form of a written manuscript submitted for publication in a peer-reviewed journal, a written thesis, or a public lecture

More information can be found on the [DIBE website](#).

Distinction in Inclusion and Diversity Program (DID)

Charletta Ayers, MD, MPH

Assistant Dean for Multicultural Affairs

Associate Professor of the Department of Obstetrics, Gynecology, and Reproductive Sciences

Email: ayersca@rwjms.rutgers.edu

Cynthia Ferrer-Cespedes, MPH

Program Director, Office of Student and Multicultural Affairs Assistant Director, Office of Special Academic Programs

Email: ferrercl@rwjms.rutgers.edu

Designed for: Students who seek to understand and integrate the complexities of diversity and cultural humility within the healthcare setting. The program aims to equip students with the knowledge and skills necessary to address and manage diversity-related challenges in healthcare.

Requirements and Culminating Project:

- Educational Sessions:
 - Didactic Sessions: Attend 10 didactic sessions. These sessions will cover various topics related to diversity, inclusion, and cultural humility in healthcare.
 - Workshops: Participants will participate in 2 hands-on workshops designed to provide practical skills and strategies for addressing diversity issues in clinical settings.
 - Grand Rounds: Attend two grand rounds that focus on diversity and inclusion themes and are presented by experts in the field.
- Culminating Project:
 - Scholarly Project: Develop and complete a scholarly project on diversity and inclusion in healthcare. The project should address a relevant issue, propose solutions, and include actionable outcomes.
 - Manuscript: Author a publication-ready manuscript based on the scholarly project. The manuscript should be suitable for submission to a peer-reviewed medical journal.
 - Presentation: Present the project and its findings at the program's annual symposium. This presentation will allow students to share their work with peers, faculty, and guests, fostering an environment of learning and collaboration.

More information can be found on the [DID website](#).

Distinction in Medical Humanities (DIMH)

Meigra Chin, M.D.

Assistant Professor of Emergency Medicine

Email: chinmm@rwjms.rutgers.edu

Designed for: Students who want to pursue integration of the humanities, arts, and/or social sciences into the biopsychosocial approach to patient-centered care

Requirements and Culminating Project:

- Complete the Medical Humanities NCE along with one of the following NCEs: Narrative Medicine, Visual Learning, Art of Medical Photography, or Music and Medicine
- Complete one of the available 3rd/4th year electives related to medical humanities
- Complete eight hours of community service with a humanities-related program
- Propose and complete a substantive project, which may be scholarly, creative, or artistic, that increases insight into the perspectives and experiences of patients, caregivers, physicians and/or other healthcare team members, promoting a deeper understanding of the complex interactions of illness, wellness, and the practice of medicine

More information can be found on the [DIMH website](#).

Distinction in Climate Health and Environmental Sustainability (DiCHES)

Catherine Chen, MD

Associate Professor

Division of General Internal Medicine

Email: cmchen@rwjms.rutgers.edu

Designed for: Students who are interested in exploring the intersection of climate change and health.

Requirements and Culminating Project:

- Complete didactic series on climate change and health in M1 and M2 year
 - Take a NCE during M1/M2 year and a 2-4 week Climate Health Elective / IDE in M3-M4 year
 - Participate as a member of relevant committees at local/regional level during M1-M4
 - Complete a substantive project in one of the following 3 categories:
 - Clinical Adaptation for Climate Change
 - Health and Environmental Justice
 - Healthcare Sustainability
- Projects should be based in Patient Care, Health Professions Education, or Systems-Based Practice and Quality Improvement.

Flexible Curriculum

Sonia Garcia Laumbach, MD

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Daniel J. Mehan, Jr., PhD

Assistant Dean for Student Affairs

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Shilpa Pai, MD

Assistant Dean for Student Affairs

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The Flexible Curriculum provides the opportunity for students to personalize the sequence of courses or clerkships in a way that extends the length of time they spend in the pre-clerkship and/or clerkship curricula. Students must take each course or clerkship at a time when that course or clerkship is being offered to the overall class. Relevant prerequisites must be met for any course or clerkship. Flexible Curriculum students are required to pay eight semesters of tuition during their matriculation, regardless of how long they remain in the curriculum. Tuition payments are prorated over the duration of the educational program. Fees are charged in every semester of a student's matriculation.

The opportunity to personalize scheduling of courses and clerkships accommodates students with special circumstances and/or goals. Some of the reasons a student might pursue a Flexible Curriculum are:

- Pursue other academic, research, or employment opportunities.
- Explore combined degree programs: MD/MBA, MD/MPH, MD/MSCTS, and MD/PhD.
- Attend to personal or family matters.
- Gain additional time to prepare for USMLE examinations

Student Scholars Program

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Shilpa Pai, MD

Assistant Dean for Student Affairs

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Students who wish to pursue another academic degree program in addition to the MD (e.g., PhD, MBA, MPH, MPP, etc.) or who wish to engage in at least six months of dedicated, full-time research or other academic endeavor can be enrolled in our Student Scholar Program with the approval of a Dean for Student Affairs. Once approved, the Student Scholar Program will be noted on the student's transcript. A Student Scholar Program may be completed at any time within the curriculum, provided the desired plan is approved. Typically, Student Scholar Programs are approximately one full year in duration, but they

can vary between six months and three years in length. Students have used the Student Scholar Program to complete degree programs or research at Rutgers, other academic universities, research institutions such as the National Institutes of Health, or other research facilities. While in the Student Scholar Program, students retain their matriculation in the medical school. Any student with interest in this program should consult a Dean of Student Affairs.

Academic Programs: Pathways to RWJMS

RWJMS Early Assurance Program

Charletta Ayers, MD, MPH

Assistant Dean for Multicultural Affairs

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Cynthia Ferrer-Cespedes, MPH

Program Director for Student and Multicultural Affairs

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Location: Office of Student Affairs, TC-113

The RWJMS Early Assurance Program is an articulated BA/MD or BS/MD program between Rutgers Robert Wood Johnson Medical School and partnered undergraduate universities. It was established as a pathway program to increase the number of underrepresented students in medicine. The program offers academic support, career counseling, guidance with the medical school application process and biannual pre-medical conferences.

RWJMS Early Assurance Program consists of two summer programs, students who have demonstrated strong academic performance and have met the RWJMS Admissions requirements are offered conditional acceptance to the medical school. Upon successful completion of RWJMS Early Assurance Program, students may be offered admission to RWJMS.

Baccalaureate/MD Program

Sonia Garcia Laumbach, MD Assistant Dean for Student Affairs Email: sgarcia@rwjms.rutgers.edu

Sharon Bivins-Hinton

Management Assistant

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The BA/MD program is an articulated program with Rutgers University. Applicants are accepted into the program at the end of their sophomore year. They begin medical school during their senior year of college and are considered matriculated M1 students. BA/MD students will receive credit toward completion of their undergraduate degree for select medical school courses taken at RWJMS.

Academic Programs: Dual Degree Programs

MD/PharmD Dual Degree Program

Carol A. Terregino, MD

Senior Associate Dean for Education and Academic Affairs
Associate Dean for Admissions Chair, Admissions Committee
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In conjunction with Robert Wood Johnson Medical School, the Ernest Mario School of Pharmacy of Rutgers University has created an innovative PharmD/MD dual degree option. Only currently enrolled PharmD students at the Ernest Mario School of Pharmacy are eligible to apply for admission to the first-year medical school class. This unique and highly selective program is designed to develop an elite cadre of interdisciplinary practitioners, highly skilled in the disciplines of both pharmacy and medicine, and poised to provide leadership in collaborative clinical practice, academic research, public policy, and the pharmaceutical industry. This program is directed by dual degree program committees in the School of Pharmacy and the Robert Wood Johnson Medical School. Successful applicants are admitted to Robert Wood Johnson Medical School upon their successful completion of the PharmD program.

MD/PhD

Paul R. Copeland, PhD

Program Co-Director
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Tina Cicoella

Program Coordinator
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While medical students can develop investigative careers without a PhD degree, the doctoral program in the Biomedical Sciences can offer both a broad and in-depth biomedical scientific education that will allow for an expanding clinical investigative career.

Robert Wood Johnson Medical School, Rutgers School of Graduate Studies - Biomedical Sciences New Brunswick/Piscataway, and Princeton University offer a combined MD/PhD program with fellowships and tuition support for outstanding students. Students who are applying to the medical school may apply to the MD/PhD program directly in conjunction with their application to this medical school. Students whose undergraduate academic record and/or research accomplishments indicate strength and aptitude for success in a biomedical research environment may be considered for concurrent admission to the combined MD/PhD program. These students are encouraged to begin their graduate experiences the summer prior to the first year of the medical school program. Continuing in the combined program is contingent upon maintaining "Good Academic Standing" in both the graduate and the basic science component of the medical program. Students already enrolled in Robert Wood Johnson Medical School may also apply to join the MD/PhD program.

Candidates pursue their PhD training in a biomedical science discipline offered by Rutgers School of Graduate Studies and the Graduate Program in Molecular Biology at Princeton University. Research areas include biochemistry, molecular biology, biomedical engineering, cell & developmental biology, cellular & molecular pharmacology, molecular genetics, microbiology, immunology, physiology, neurobiology, and toxicology. By arrangement, PhD studies can also be performed in other graduate programs at Rutgers University.

For further information and an application form, please contact:

Rutgers School of Graduate Studies - Biomedical Sciences

New Brunswick/Piscataway

Robert Wood Johnson Medical School

675 Hoes Lane West Piscataway, NJ 08854-5635 (732) 235-5016

Or visit our [website](#).

MD/MPH

Daniel Mehan, Jr., PhD

Assistant Dean for Student Affairs

Email: mehanda@rwjms.rutgers.edu

Phone: (732) 235-4690

Location: TC-113

The MPH is a useful additional degree for students interested in clinical or epidemiological research or in using their medical training to address issues in health education, health policy or administration. It requires an extra year of study. Students who do the combined MD/MPH can usually apply six credits of medical school work toward their MPH. To complete the program within 5 years, admitted students may take coursework during the summers and should plan to initiate public health courses no later than fall of second year, usually taking one evening class per week. Students do much of the coursework required for the MPH degree by taking a year of public health classes between years 3 and 4 (or between years 2 and 3) of their medical curriculum. Some students use year 4 elective time to complete their public health degree requirements. More information about the MPH is available at [our website](#).

Please check with Dr. Mehan regarding MD/MPH programs outside of Rutgers.

MD/MBA

Daniel Mehan, Jr., PhD

Assistant Dean for Student Affairs Email: mehanda@rwjms.rutgers.edu

The MD/MBA program is a collaborative effort on the part of Robert Wood Johnson Medical School and Rutgers Business School-New Brunswick. The MBA requires the completion of 60 credits of course work. This includes 30 credits of required "core" MBA courses focused on accounting, economics, finance, decision analysis, marketing strategy, statistics, information technology systems, business law, and management strategies. Courses on health administration and policy are offered by Rutgers School of Public Health and the Robert Wood Johnson Medical School. The MD and MBA degrees are generally accomplished during the course of a 5 year medical school program. Students apply to the Rutgers Business School-New Brunswick for admission to the MBA during their first year of medical school. More information is available at [our website](#).

MD/MS in Clinical and Translational Science (MSCTS)

Soko Setoguchi, MD, DrPH, FISPE

Professor of Medicine and Epidemiology

Director of Clinical Research Education

Division of Education, Department of Medicine

Robert Wood Johnson Medical School

Email: ss2894@rwjms.rutgers.edu

The Master of Science in Clinical Translational Science (MSCTS) is designed for clinicians (MD, DMD, PharmD, RN, and other health professionals) or trainees/students in the discipline aspiring to become clinician scientists. This program offers rigorous, practical training through a competency-based and individually tailored curriculum, built on foundational knowledge and skills in quantitative and qualitative clinical research.

Students gain practical skills in protocol development, data analysis/synthesis, and grant writing, with a strong emphasis on a master's thesis project guided by a mentor team. The program can be completed in a minimum of one full-time year plus additional time for the thesis or extended for part-time students. More information is available at [our website](#).

Career Development & Advising Programs

The Office for Student Affairs at Robert Wood Johnson Medical School leads the charge in guiding students' academic and career journeys. The office leads the THRIVE curriculum which oversees the College Advising Program (CAP) and Advising in Medical Specialties (AiMS) programs, offering career exploration through shadowing, networking and research opportunities to provide personalized career development support for students. Student Affairs Deans are available for academic and career counseling via scheduled appointments, walk-in and virtual visits, email, or telephone calls.

THRIVE Curriculum

The Togetherness for Health, Resilience, Inclusivity, Vitality and Equity (THRIVE) Curriculum, managed by the Office for Student Affairs, offers regular sessions covering wellbeing, career advising, and equity topics through large group, small group and peer sessions that celebrate our vibrant and diverse Robert Wood Johnson Medical School community. These sessions deliver relevant and timely career advice, promote health equity and inclusion, and provide resources for physical, mental, emotional, and financial wellbeing.

THRIVE sessions are facilitated by Student Affairs Deans, mental health clinicians, students, and faculty across multiple departments. Topics include CV and personal statement workshops, peer sessions discussing impostor syndrome and transition to the clinical years, and financial literacy 101.

To Schedule an Appointment with Student Affairs:

1. Email studentaffairs@rwjms.rutgers.edu
2. Call 732-235-4690
3. Visit the office to schedule or ask if a walk-in appointment is available

College Advising Program (CAP)

The College Advising Program (CAP) was established by Robert Wood Johnson Medical School in August 2011 to provide comprehensive support for students. CAP is organized into three "colleges" that serve academic, social, and professional purposes, offering mentorship from Peer Mentors, alumni, a Student Affairs Dean, and at least five faculty members, including Physicianship Development and Practice (PDP) facilitators. Structured around PDP Groups assigned in the M1 year and persisting through all four years of medical school, the colleges foster camaraderie and academic growth.

The three CAP "colleges" were created as learning communities, each named after influential faculty members in the school's history: Pamela C. Champe, PhD; Robert L. Trelstad, MD; and Parvin Saidi, MD. Each college is distinguished by a unique color, mascot, and motto that embody the virtues of its namesake. CAP's major events aim to introduce students to various medical fields, connect them with faculty mentors and senior peers, and promote camaraderie through extracurricular activities.

A brief background of each CAP college namesake can be found below, and more extensive biographies can be found on the [Student Affairs/THRIVE Canvas page](#).

CHAMPE: *Illuminate, eruditio, et fortitudo*

Student Affairs Dean: Dr. Sonia Garcia Laumbach

Namesake: Pamela C. Champe, PhD

- After completing her undergraduate degree at Stanford University and her master's degree in microbiology at Purdue, Pam Champe came to Rutgers University in Piscataway in 1969 to study for a doctorate in microbiology. While pursuing her doctorate, she began teaching at Rutgers Medical School, and discovered a facet of medical education that would become a theme of her career: encouraging underrepresented minorities and women to excel.

SAIDI: *Compassión, perseverantia, et confidentia*

Student Affairs Dean: Dr. Shilpa Pai and Dr. Charletta Ayers

Namesake: Parvin Saidi, MD

- Parvin Saidi, MD, was a veteran member of our faculty, having joined the Rutgers Medical School as an assistant professor of medicine in 1968. Dr. Saidi was an outstanding physician, recognized nationally and internationally for her work in hemostasis. She served as a leader in hematology/oncology disorders and research, having garnered nearly \$19 million in grants during her 40-year career at Robert Wood Johnson Medical School.

TRELSTAD: *Scientiam, praestantia, et verita*

Student Affairs Dean: Dr. Daniel J. Mehan, Jr.

Namesake: Robert L. Trelstad, MD

- For more than 30 years, Robert L. Trelstad, MD was a physician and academian who focused his research on cell biology, developmental biology, and innovation in medical education. He was a pathologist by training and was named professor and chair of the Department of Pathology and Laboratory Medicine at Robert Wood Johnson Medical School in 1981. He led the department for 17 years until becoming the acting director and the Harold L. Paz, MD, Professor of Developmental Biology at the Child Health Institute of New Jersey in 1988. For seven years, Dr. Trelstad served a pivotal role in funding, planning, and construction of the then-new translational research facility.

Advising in Medical Specialties (AiMS) Career Advising Program

Our Advising in Medical Specialties (AiMS) program, anchored by the renowned AAMC Careers in Medicine (CiM) initiative, offers comprehensive support to medical students as they navigate their career paths. Led by AiMS Faculty Champions and a dedicated team of trained specialty advisors, students receive personalized guidance at every stage of their journey. Whether in the preclinical or clinical years, students benefit from invaluable resources and mentorship to explore and discern their ideal specialties. AiMS programming encompasses career fairs, student mentorship opportunities, and clinical shadowing experiences, providing students with firsthand insights and connections within various medical specialties. With AiMS, students find a supportive community and the necessary tools to navigate the complexities of residency selection and pursue their professional aspirations with confidence.

Career Advising and Check-in Meetings with SA Deans

In both the M1 and M2 years, all students will meet with their CAP Dean for a career advising meeting. These meetings are designed to identify student strengths and interests and provide guidance on career exploration starting in the pre-clerkship years.

In the M3 year, the SA Deans will meet with students individually as needed to explore professional development and provide guidance regarding career planning. All students will meet with a SA Dean between M3 and M4 year to address the residency application process, review fourth year schedules and work together on the MSPE (Medical Student Performance Evaluation) that will be central to the residency application for all students.

M4 AiMS Champions Program

All students upon entering the fourth year are required to have an advisor with whom they discuss and

plan their fourth-year schedule. A list of clinical advisors in each specialty is available through the Office of Student Affairs, and is provided to students in their third year. In addition, an annual class meeting for third- year students is held where specialty-specific advisors run breakout sessions. Students are expected to consult with specialty-specific advisors and Student Affairs throughout their residency application process.

AiMS Career Development and Residency Planning Meetings

The Office of Student Affairs schedules regular class meetings with each class to prepare students for career exploration, scheduling summer experiences, career exploration fairs, scheduling their clinical clerkships, electives, and away rotations, and preparing for residency applications, interviews and matching into their residency field of choice.

AiMS Alumni Advisors Program

The Office of Student Affairs in partnership with the Office of Alumni Affairs manages an [Alumni Mentorship Database](#) of more than 400 alumni who have volunteered to help students in various ways, including offering shadowing opportunities, presenting at career panel discussions, and participating as general advisors to students during the preclinical years.

Careers in Medicine™ Program

[CAREERS IN MEDICINE™ \(CiM\)](#) is a program designed by the Association of American Medical Colleges (AAMC) to assist students in understanding their options for choosing a specialty and applying to residencies. The CiM Program is based on a widely accepted career development model and offers students a structured, organized way to approach career decisions. The program includes numerous exercises and a wealth of information, which can be used by students in a guided, step by step, systematic fashion to consider options and to arrive at their own, informed decisions. Alternatively, selected exercises and information may be used in a less structured manner to supplement other resources as students work to make choices about their futures. At Robert Wood Johnson Medical School, the CiM Program is an integral part of our coaching meetings where students will be required to complete CiM surveys and questionnaires to help inform career exploration in the pre-clinical years. CiM is also encouraged in the clinical years for workforce statistics data as well as for resources in the residency interview process.

Clinical Shadowing and Research Experiences

Starting in their pre-clinical years, students should start exploring career choices through shadowing and / or research experiences. Students are encouraged to engage in at least four shadowing experiences during their pre-clinical years. Shadowing opportunities are made available through our robust student organizations and / or independently designed. All students engaged in shadowing or research activities during their pre-clinical years or in non-credit activities during their clinical years are expected to complete a Shadowing Opportunities, Research Opportunities, and the Externship/Non-Credit Clinical Experience form and have it approved by a Dean for Student Affairs prior to the start of the experience.

Shadowing Opportunities, Research Opportunities, and the Externship/Non-Credit Clinical Experience Form

There are many opportunities to work with patients outside the curriculum. For example, students often shadow physicians and participate in community health fairs and summer experiences across the nation. If you participate in any of these "approved non-credit clinical experiences," that are not part of the required curriculum, you will need to fill out an externship form. Why? This allows the university to cover students for professional liability.

How do students fill out these forms?

1. Forms can be found on the [RWJMS intranet](#).
2. Sections A, B, C, and D of the form will be required to be completed prior to the start of the individual student's experience.
3. Form must be signed by a Dean of Student Affairs. (Exception: Dr. Lin may sign as the Dean for Global Health Experiences; Dr. Gelinas may sign for purely basic science research experiences; Student Affairs must sign if the research experience will be in the clinical setting.)
4. After the Registrar signs section D, a copy will be placed in the Student File and the original will be returned to the student. A revised form with Section E signed must be returned to the Registrar's Office after the experience has concluded.
5. Note: Student interest group shadowing programs may have a template of the externship form for their shadowing opportunities; please consult the student group leaders.

Note: If a clinical experience is at a site that is distant from the medical school, then students must:

- Email or fax the form with the supervisor's signature in section D at the start of their experience.
- Return a revised form with Section E completed to the Registrar's Office after the experience has concluded.
- In addition, you may also need to fill out the Exhibit B form. Look in the policies section for the policy on Students Participating in Educational Activities outside Robert Wood Johnson Medical School or any of its Affiliates.

Time Limits

1. No single externship form may cover a period of time greater than 1 year.
2. An externship form may cover up to 1 year if the frequency of the activity will be less than or equal to twice/week and if this frequency is specifically indicated under activity dates.
3. If the frequency of the activity will be greater than twice/week, then a new form is needed every 3 months.

Summer Opportunities The summer after first year provides an excellent opportunity for research and clinical activities as well as study and travel abroad. The Student Affairs website contains an extensive listing of available programs with contact information. This list of programs is continuously updated. Many programs will request a *letter of good academic standing* which can be obtained from the Registrar's office. Some programs may request a *letter of recommendation* from a Dean of Student Affairs. In order to receive a letter of recommendation for any summer program, you must meet with a Dean of Student Affairs at least 3 weeks prior to your deadline date. Simply email (studentaffairs@rwjms.rutgers.edu) or call (732.235.4690) Student Affairs to schedule an appointment.

Professionalism and the Learning Environment

Susannah Wise, MD

Assistant Professor of Surgery

Assistant Dean of the Learning Environment

Email: ssw1x@rwjms.rutgers.edu

Rutgers Robert Wood Johnson Medical School is committed to professionalism and maintaining a positive academic and clinical learning environment. Professionalism is an important and valued requirement of all within RWJMS. Students and faculty are expected to perform in a consistently professional manner. Professionalism encompasses many facets of behavior expected of a physician, including actions reflecting the following:

- Appropriate interpersonal interactions/skills and respectful and effective relationships with patients, peers, and other professionals
- Striving for self-improvement and adaptability
- Commitment to professional responsibility, reliability, honesty, integrity, maturity, and altruism

The Policy on Professionalism and the Learning Environment addresses the behaviors required from all those who are in training sites, including faculty members, residents, nurses, staff, or students in a teaching role.

Since the medical school is committed to training future physicians who possess these and other attributes that reflect adherence to professional standards of behavior, such attributes are formally assessed throughout training. Faculty may identify students who they feel have failed to exhibit professional behavior within the context of their course or clerkship by completing a Professionalism Conduct Form or issuing a Professionalism Warning.

The Policy on Professionalism and the Learning Environment as well as the Assessment of Professionalism Policy can both be found in the Rutgers Robert Wood Johnson Medical School Policies section of this Student Handbook.

Selection for National Honor Societies

Alpha Omega Alpha (AOA)

AOA is the national medical honor society. Its goals are to recognize in the election of new members the highest levels of competence, character, trustworthiness, leadership, professionalism, scholarship, and service, and to support elections that are inclusive, diverse, and equitable.

Students are elected to AOA in their junior or senior year of medical school. The number of students elected from any class may not exceed 20% of those expected to graduate, half of which may be elected as a junior member.

The selection process takes place in the late spring of the third year for Junior AOA and in August of the fourth year for Senior AOA. A committee of faculty and administrators makes the selection. In selecting students for AOA, committee members complete a holistic review that takes into consideration academic performance (preclinical and clinical) as well as exceptional leadership, scholarship, service or other noteworthy extracurricular pursuits. The AOA designation is included in the student's Medical Student Performance Evaluation, which is sent to residency programs in October of the student's year of graduation.

FREQUENTLY ASKED QUESTIONS ABOUT THE RWJMS AOA SELECTION PROCESS:

WHAT ARE THE CRITERIA FOR STUDENT ELECTION TO AOA AT RWJMS?

Only students who are invited to apply and submit an application are considered for AOA selection. Election to AOA is an individualized evaluation process that takes into consideration clinical performance, preclinical nominations, professionalism, and/or other extracurricular endeavors. How the different components contribute to a student's election to AOA can be found below.

WHAT ARE PRECLINICAL AOA NOMINATIONS?

Preclinical course directors may provide one AOA nomination for each student who performed in up to the top 25% of each individual preclinical course. The top 25% of students is determined by using final course grades, and the threshold for determining the top 25% can vary across courses based on differences of grade distributions among courses. Students can therefore receive as many nominations as the total number of preclinical courses that exist.

HOW MANY STUDENTS ARE ELECTED TO AOA FROM EACH CLASS?

Each AOA chapter can elect up to 20% of a graduating M4 class to AOA and only 10% of that graduating class can be elected as Jr AOA members.

HOW MANY STUDENTS ARE CONSIDERED FOR JR AOA AND SR AOA?

No more than 50% of the class can be invited to apply for Jr and Sr AOA elections. In recent years, for Jr AOA 15-35% of a M3 class and for Sr AOA 35-45% of a M4 class have been invited to apply.

HOW DO I KNOW HOW MANY PRECLINICAL AOA NOMINATIONS I HAVE RECEIVED?

The AOA nominations are reported to the Registrar office in the fall semester following the completion of each academic year.

WHY WAS I NOT INVITED TO APPLY FOR JR AOA?

The clinical GPA and preclinical nominations are used to determine which students will be invited to apply for AOA consideration. For Junior AOA consideration, students who were in the top 25% in close to

half or more of their preclinical courses and have a high clinical GPA are invited to apply. A student can therefore have honored all clerkships at the time of the invitation process but not be invited to apply for Jr AOA if they don't meet the preclinical nomination criteria.

IF I WAS NOT INVITED TO APPLY FOR JR AOA, CAN I BE CONSIDERED FOR SR AOA?

For Senior AOA consideration, the clinical GPA is primarily used to decide who gets invited to apply for Sr AOA consideration. Thus, it is very common to have a student be considered for Sr AOA but not Jr AOA.

HOW DOES A STUDENT SCHOLAR YEAR OR DELAY IN GRADUATION DUE TO FLEXING OR OTHER REASON IMPACT MY CONSIDERATION FOR AOA?

Students are considered for Jr AOA when they have completed the majority of M3 rotations. Students who pursue a student scholar year or delay graduation after M3 year will be considered for Sr AOA with the M4 class they will graduate with. For example, a student may be invited to apply for Jr AOA towards the end of their M3 year but not be selected, go out on Student Scholar status, and then on return to their M4 year may be invited to apply for Sr AOA because they met the Sr AOA application invitation threshold for their new graduating class.

WHY WAS I INVITED TO APPLY FOR JR AOA BUT NOT SENIOR AOA?

AOA application invitation thresholds may change between Junior and Senior AOA elections due to clinical grade distribution differences between the Junior and Senior AOA selection periods. Therefore, there may be cases in which a student is invited to apply for Junior AOA but not Senior AOA, because they do not meet the clinical GPA threshold for Sr AOA consideration at the end of their M3 year.

WHEN DOES ELECTION OF JR AOA AND SR AOA HAPPEN?

Students are considered for Jr AOA at the end of their M3 year (April-May) and Senior AOA in early M4 year (August-early September). All selections are done in advance of students applying to residency programs.

HOW IS PROFESSIONALISM CONSIDERED WHEN ELECTING STUDENTS TO AOA?

Professional conduct is part of the AOA selection process. As such, any professionalism warnings and/or citations may be considered by the AOA selection committee.

WHO ELECTS STUDENTS TO AOA?

Students are elected by preclinical and clinical faculty who are AOA members that agree to serve on the AOA Selection committee.

WHAT SHOULD I WRITE ABOUT IN MY AOA APPLICATION?

The application provides an opportunity for students to share leadership, service, and research pursuits that have had an impact in their professional development while at RWJMS. We recommend that students review their CV and reflect upon those experiences which have allowed them to go above and beyond and be impactful during their time at RWJMS.

CAN I SPEAK ABOUT AN EXPERIENCE THAT INCLUDES SEVERAL AREAS (RESEARCH, LEADERSHIP, AND OR PROGRAM DEVELOPMENT)?

Yes.

WHAT HAPPENS AFTER I SUBMIT MY AOA APPLICATION?

Two faculty on the AOA selection committee review each application and score the application. Faculty are blinded to the identity of applicants and must recuse themselves from reviewing applications of students they mentor or students to whom they are related. Deidentified application scores, clinical GPA and Preclinical AOA nominations as well as any professionalism warnings/citations for students being

considered are reviewed during AOA selection committee meetings.

RWJMS Alpha Omega Alpha Medical Honor Society Selection Process:

(last updated in April 2024 by the RWJMS AOA Selection Committee)

Election to AOA is an individualized evaluation process that takes into consideration clinical performance, preclinical nominations, professionalism, and/or other extracurricular endeavors. How the different components contribute to a student's election to AOA can be found below.

Preclinical AOA Nominations: Preclinical course directors may provide one AOA nomination for each student who performed in up to the top 25% of each individual preclinical course. The top 25% of students is determined by using final course grades, and the threshold for determining the top 25% can vary across courses based on differences of grade distributions among courses. Students can therefore receive as many nominations as the total number of preclinical courses that exist. The AOA nominations are reported to the Registrar and Student Affairs offices in the fall semester following the completion of each academic year. When electing students as Junior AOA members, the selection committee has looked for students with a high number of preclinical nominations, high clinical GPA, and a high AOA application score.

Clinical GPA: ONLY M3 clerkships final grades are used when determining the clinical GPA. No elective or sub-internship grades contribute to the clinical GPA. USMLE Step exam scores and individual NBME clerkship shelf exam scores are not considered.

Professionalism: Professional conduct is part of the AOA selection process. As such, any professionalism warnings and/or citations may be considered by the AOA selection committee.

AOA application: The clinical GPA and preclinical nominations are used to determine which students will be invited to apply for AOA consideration. For Junior AOA consideration, students who were in the top 25% in close to half or more of their preclinical courses and have a high clinical GPA are invited to apply. For Senior AOA consideration, the clinical GPA is primarily used to decide who gets invited to apply for Sr AOA consideration. Thus, it is very common to have a student be considered for Sr AOA but not Jr AOA.

No more than 50% of the class can be invited to apply for Jr and Sr AOA elections. AOA application invitation thresholds may change between Junior and Senior AOA selections due to clinical grade distribution differences between the Junior and Senior AOA selection periods. Therefore, there may be cases in which a student is invited to apply for Junior AOA but not Senior AOA, because they do not meet the clinical GPA threshold for Sr AOA consideration at the end of their M3 year.

Only students who are invited to apply and submit an application are considered for AOA selection. The application provides an opportunity for students to share leadership, service, and research pursuits that have had an impact in their professional development while at RWJMS. Two faculty on the AOA selection committee review each application and score the application. Faculty are blinded to the identity of applicants and must recuse themselves from reviewing applications of students they mentor or students to whom they are related.

If a student completed a Junior AOA application and they are invited to apply for Senior AOA (after not being selected for Jr AOA) they will have the option to use this same application or submit a new one.

Election as a Junior or Senior AOA member: Is done by faculty committee vote. Each AOA chapter can elect up to 20% of a graduating M4 class to AOA and only 10% of that graduating class can be elected as Jr

AOA members. Students are considered for Jr AOA at the end of their M3 year and Senior AOA in early M4 year.

When electing students as Junior AOA members, the selection committee has looked for students with a high number of preclinical nominations, high clinical GPA, and a high AOA application score. Students are considered for Jr AOA along with their M3 cohort. If they are not selected for Jr AOA, they are eligible to be considered for Sr. AOA if they meet the threshold GPA set for consideration, regardless of preclinical nominations. If a student delays graduation (e.g., student scholar research year, dual degree, or other reason), they will be considered for AOA with the class with which they will graduate when they resume the MD curriculum.

The GPA cut off for application invitation varies from year to year because it depends on grading practices and distributions for that year.

The Gold Humanism Honor Society

Selection is based on nomination by peers and faculty. Faculty nominations can be made within each clerkship via a checkbox on the RIME-P (clinical) evaluation form. Students nominate their peers via a Gold Humanism Honor Society Peer Nomination Survey, provided by the Arnold P. Gold Foundation and distributed to students by the school for completion after the conclusion of their M3 clerkships.

Selections for a class are typically made in the summer following completion of the third-year clerkships. The GHHS designation is included in the student's Medical Student Performance Evaluation, which is sent to residency programs with a student's residency application.

ELECTIVES AND **ORGANIZATIONS**

Non-Credit Electives (NCEs)

Dr. Diana Glendinning, glendids@rwjms.rutgers.edu, Curriculum Committee Chair

Dr. Igor Rybinnik, ir158@rwjms.rutgers.edu, Curriculum Committee Vice-Chair

Non-credit electives (NCEs) are a venue through which students can personalize their education in their pre-clinical years. Open to all first- and second-year students, these offer exposure and additional understanding in specific topics spanning either one or two years of participation. While completion of NCEs is not for credit, completed NCEs will be noted on students' transcripts.

Throughout the school year, M2s in leadership positions will send out emails to preclinical students inviting them to participate in the various NCEs being offered. Students will typically host introductory meetings and / or send information via email about the requirements students must fulfill to complete each NCE, as the requirements for each NCE vary.

Those interested in establishing a new NCE should visit the [RWJMS Intranet Student Forms site](#) for the appropriate form to enter the Curriculum Committee's approval process.

Student Organizations and Leadership Opportunities

Student Government Association (SGA)

The Student Government Association (SGA) oversees a variety of student organizations and interest groups, including managing the budget allocated to student activities. SGA serves as the liaison between the entire RWJMS student body and administration and as a direct link between students and the faculty, staff, and alumni. SGA seeks to bolster student professional growth by facilitating collaborations among the administration, faculty, clinicians, student organizations and transdisciplinary organizations.

The Student Wellness branch of the College Advising Program is also managed by SGA. Student Wellness programming is organized to promote the physical and mental well-being of the student body as well as to promote intra- and inter-class camaraderie.

The SGA Executive Board consists of the President, Treasurer, Secretary, Vice President of Student Wellness/CAP, Vice President of Medical Organizations, Vice President of Multicultural Organizations, Vice President of Surgical Organizations, and Student Professionalism Chair (SPCC). SGA elections are held in October of M1 year and positions are held for four years.

Student organizations are groups approved by the Office of Student Affairs (SA) and Student Government Association (SGA) to receive funding to host co-curricular educational lectures, events or student wellness initiatives. If you are interested in any group you may reach out to the current student leaders. Contact information for student leaders can be found on the SGA Drive on AMP.

Student organizations and interest groups are assigned to a VP who provide guidance to the group at large. A list of current student organizations can be found below. Student organization and interest group leaders are chosen by written application and/or interview in November-December of M1 year. Exact application processes and timelines vary by group. Student organization leadership positions are held from January of M1 year to December of M2 year.

Medical Education

AI in Medicine (AIM)
American Physician Scientist Association (APSA)
Anatomy Lunch Lecture (ALL)
Cancer and Oncology Interest Group (COIG)
Dermatology Interest Group (DIG)
Emergency Medicine Interest Group (EMIG)
Exploring Pharmaceutical Industry Careers (EPIC)
Family Medicine Interest Group (FMIG)
Health Policy/Managed Care
Internal Medicine Interest Group (IMIG)
Medical Genetics
Pathology Interest Group (PaIG)
Pediatric to Adult Transition in Healthcare (PATH)
Pediatrics Interest Group (PIG)
Physical Medicine & Rehabilitation Interest Group (PM&RIG)
Preventive Medicine Interest Group (PrevMed)
Psychiatry Student Interest Group (PsychSIG)
Radiation Oncology Interest Group (ROSIG)
Radiology Interest Group
Sports Medicine Interest Group (SMIG)

Student Interest Group in Neurology (SIGN)

Surgical Education

Anesthesiology Interest Group (AIG)
Association of Women Surgeons (AWS)
Cardiothoracic Surgery Interest Group (CTSIG)
Ear, Nose, and Throat Interest Group (ENTIG)
Global Surgery Student Alliance (GSSA)
Mission:Brain
Neurosurgery Interest Group
OB/GYN Interest Group
Ophthalmology Interest Group
Orthopedic Surgery Interest Group (OSIG)
Plastic & Reconstructive Surgery Interest Group (PRSIG)
Ruth Jackson Orthopedic Society
Urology Interest Group (UrIG)
Vascular Surgery Interest Group
VMott Surgical Society

CAP, Wellness, and Interdisciplinary Orgs

American Medical Association (AMA)
American Medical Student Association (AMSA)
Bioethics Interest Group (BIG)
Biomedical Entrepreneurship Network (BEN)
BLAST Anatomy Program
Culinary Medicine
Financial Literacy Interest Group (FLIG)
Golf
Literary Society
Medical Students for a Sustainable Future (MS4SF)
Medical Students For Choice (MSFC)
Miles of Smiles
Mind-Body Medicine Interest Group (MBMIG)
Project Sunshine
Reach Out and Read
Students Interested in Research (SIR)
Substance Use Interest Group
Ultrasounds (A Cappella)
VPVA/IPV (Violence Prevention & Victim Assistance / Intimate Partner Violence)
Wilderness Medicine Interest Group (WMIG)

Multicultural Affairs

American Association of Physicians of Indian Origin (AAPI)
American Medical Women's Association (AMWA)
Asian Pacific American Medical Student Association (APAMSA)
Christian Medical Association (CMA)
Global Health Interest Group (GHIG)
Human Rights Initiative (HRI)
Integrative Medicine Interest Group (IntegMed)
Islamic Medical Association of North America (IMANA)
Jewish Medical Student Society (JMSS)
Latino Medical Student Association (LMSA) (formerly SALUD)
Medical Mandarin
Sex & Gender Alliance (SAGA)
Student National Medical Association (SNMA)

Guidelines for Establishing a New Student Organization

A student who is looking to create a new student group must submit a proposal to the SGA President and Deans of Student Affairs with the following information:

- Name of at least two student leaders, including a designated President and Treasurer, submitting proposal, as well as a succession plan for situations in which a leader may need to, or choose to, step down.
- Name of faculty advisor
- Name of proposed student organization
- 1-3 short paragraphs describing the following:
 - Perceived need for such a group (ex., Has an assessment of this need been done? How is this need not currently met with the existing student group offerings? How will the proposed new group address this need?)
 - Organization's goals and objectives
 - Proposed activities the group would plan to hold during an academic year

Timeline

Proposals may be submitted at any time of year; however, proposals submitted within four weeks of the start of a semester may not be eligible for funding in the semester following the submission. Proposals must be signed by the Faculty Advisor. A proposal may be returned to student leaders for revisions or additional information before acceptance. Decisions will be made in a timely manner, and must receive joint approval from SGA and Student Affairs.

Guidelines for Existing Student Groups

Please refer to the SGA Drive for the following:

- Funding student group events and initiatives
- Payment Process for Goods and Services
- Reserving Rooms for Events
- Room Set-up and Cleanup
- Audio/Visual Media Services
- Visitor Parking
- Student Closet

HIPHOP

Homeless and Indigent Population Health Outreach Project (HIPHOP)

HIPHOP is an umbrella organization comprised of the following initiatives: Community Health Initiative (CHI), Promise Clinic, and Asylum Clinic. Each organization seeks to meet the pressing health needs of the greater New Brunswick area. Through their initiatives, students provide community outreach, health promotion, preventive education, and clinical services to indigent and under-served populations. HIPHOP fosters connections between medical students and the local community to make community service a part of the medical school curriculum and experience.

HIPHOP Community Health Initiative (HIPHOP-CHI)

The [Community Health Initiative \(HIPHOP-CHI\)](#) is an initiative under the umbrella of [Homeless and Indigent Population Health Outreach Project \(HIPHOP\)](#). The initiative is a community service student-run program in collaboration with community partners and supervised by Robert Wood Johnson Medical School faculty and staff that provides health profession students the opportunity to take part in service-learning activities and get involved with the Greater New Brunswick area.

The initiative provides opportunities for health care professional students to empower our future patients. Our programs range from pairing medical students and health professionals at indigent clinics to attending team meetings about HIV prevention and much more; the common link for all our programs is that they allow students to reach out to the community.

The programs offered through HIPHOP-CHI, both within the required curriculum and outside of the required curriculum, allow students to engage in unique service-learning opportunities where the surrounding community becomes the classroom. Our books and lectures will make us health professionals but our involvement in the community can help make us healers.

HIPHOP-CHI initiatives include:

- **Community Health Navigation:** Community Health Navigation is a Physicianship first-year medical school curriculum clinical selective. Students will participate in a clinical visit, conduct social needs screening, and provide community resources to patients in collaboration with the physicians and community health workers at Eric B. Chandler Health Center.
- **Transition of Care (TOC):** Transition of Care is a Physicianship first-year medical school curriculum clinical selective. Students will participate in clinical visits at Robert Wood Johnson University Hospital, conduct social needs screening, provide community resources to patients in collaboration with the physicians, and do follow-up calls, if applicable. Students also attend Medical Teaching Service Interdisciplinary Rounds.
- **Community Health Education Collaboration (CHEC) Health Workshop:** Health workshops is integrated into the Physicianship first-year medical school curriculum for students to build collaborative relationships with community partners. First-year medical students research, comprise, and present one health workshop in collaboration with community site partners and their group peers. These sites include Open Doors, a drug abuse rehabilitation center; Dina's Dwelling, permanent housing for domestic violence survivors, women, and their children; Youth Advocacy Program, and many more community sites. Students will be trained by CHEC student coordinators. Staff and faculty orient students on how to research, collaborate, and present workshops addressing issues derived from community partners' introduction/brainstorming meetings. Workshops including but not limited to substance abuse, tobacco, nutrition, exercise, and sexual health and responsibility, are presented and anecdotally evaluated.
- **Project Outreach:** Project Outreach offers numerous short-term and long-term volunteer opportunities to medical, physician assistant, social work, and public health students, as well as Robert Wood Johnson Medical School faculty and staff throughout the entire school year. Participants can volunteer and/or assist with our Annual 5K Run, Science Health Day, and our drives for back-to-school and winter clothing and toiletries. Volunteers can serve at local soup kitchens, assist with blood pressure screening at community health fairs, teddy bear check-ups, counting the homeless, and much more.
- **New Initiatives / Research:** Students work with the program director to support current and create new initiatives, both virtual and on-site. Current projects include Wellness Warriors, Road to Success, Medication Safety, Project SCHEL, and more.
- **Patients At / In Risk (PAIR) Elective:** This service elective includes several community-centered advocacy and support programs and/or collaborations. Some examples of programs and/or collaborations include:
 - Students shadow a patient and their health care team while serving as a patient advocate and health educator at the Robert Wood Johnson AIDS Program. Students also attend the program's healthcare team meetings.
 - Students attend an ICCUCE lecture to educate them about at-risk populations.
 - Students can also participate in the MEDTalks series.
- **Issues in Cultural Competency and Underserved Community Elective (ICCUCE) and Student Interested in Restoring Community Health (SIRCH) Elective:** A series of didactic sessions held at the medical school. Some sessions are in collaboration with Robert Wood Johnson Medical School student organizations. All didactic sessions are focused on issues that are prevalent in underserved communities. Students who participate in these sessions will receive a notation on their transcript upon completion of meeting ICCUCE and/or SIRCH elective requirements. SIRCH is a prerequisite for a Distinction in Community Service.
- **Literacy Initiative for Students Teaching Older Spanish Speakers (LISTOS) Elective:** Students in this program are trained to provide health literacy workshops related to exercise, nutrition, heart-healthy behaviors, heart-related conditions, healthy habits and lifestyles, and will end with an integrative review and anecdotal evaluation. The program was developed in order to provide a collaborative forum in which students and community members could interact while enhancing proficiency in each others' language, understanding of their varied cultures, and how these experiences may enhance overall health care relationships for future health providers and patients.

- **Students Teaching AIDS to Students (STATS) Elective:** Students in this program are trained to present two sessions of interactive workshops on topics relating to HIV/AIDS and sexual health and responsibility at community-based organizations and public schools.

Promise Clinic

[Promise Clinic](#), founded in 2005, is an entirely student-run clinic that aims to provide free primary care to the clients of Elijah's Promise Soup Kitchen in New Brunswick. Promise Clinic provides basic health maintenance, screenings, patient education, access to psychiatric services, on-site dermatology consultations, medications, and basic laboratory work—all free of charge to patients. Psychiatric care for non-emergent cases is courtesy of volunteer Robert Wood Johnson Medical School psychiatry resident physicians. The clinic also assists qualifying patients in applying for Charity Care so that they may meet specialty care needs such as optometry, podiatry, endocrinology, cardiology, etc.

The Promise Clinic is built upon a continuity of care model. Each new patient is paired with a team of medical students from all levels of training. The assigned student-doctor team is responsible for the patient's care throughout their time in medical school and/or the patient's stay with clinic, ensuring continuity. Under the close supervision of volunteer attending physicians, medical students are committed to providing an encompassing range of care for the clinic patients.

Students may apply to participate in Promise Clinic in the following roles: Steering Committee (positions include Communications, Community Outreach, Education, Fundraising and Finance, Lab, Operations, Pharmacy, Quality Improvement, Social Needs, and Specialty Care), Student Doctor, and/or Spanish Interpreter. The application process for Steering Committee and Student Doctor occurs in fall of M1 year and these roles are a four-year commitment. Spanish interpreter evaluations take place each fall and students may be evaluated as an interpreter during any year of medical school.

Asylum Clinic

The [Asylum Clinic](#), founded in 2022, is a group of volunteer healthcare providers and students who conduct forensic medical and psychiatric evaluations for persecuted individuals. This service is provided to victims of torture from countries across the globe who are seeking asylum on multiple grounds, including persecution due to race, gender, religion, sexual orientation and political affiliation.

Clinic volunteer providers and student scribes meet with clients to conduct forensic medical evaluations and to prepare a medical affidavit in support of a client's asylum application. Asylum seekers with legal representation and forensic medical affidavits are more likely to be granted asylum. Clients are seen by a faculty physician trained in conducting physical and psychiatric evaluations of asylum applicants and a medical student who assists in scribing and coordinating the visit. The faculty and student team then finalize the medical legal documentation for submission to the attorney.

Students can apply to get involved in Asylum Clinic starting in the fall of their M1 year. Steering Committee positions are a four-year commitment and consist of Clinic Coordinator, Outreach & Communication Chair, and Education & Development Chair positions. Serving as a student scribe is not a four-year commitment.

Other Organizations and Leadership Opportunities

Admissions Ambassadors and Admissions Ambassador Executive Team

Admissions Ambassadors act as a liaison between the student body and prospective students, guests, and visitors of the school. The Ambassadors speak to interested and accepted students about what life is like at RWJMS during Accepted Students Day, interview Q&A sessions, open house events, prospective student campus visits, and more. Students can apply in November-December of their M1 year to be on the Admissions Ambassador Executive Team and/or part of the broader pool of Admissions Ambassadors. The Admissions Ambassador Executive team consists of four students who work closely with the Admissions team to plan Accepted Students Day, organize volunteers for Q&A events, coffee chats, and campus visits, and lead interview information sessions and RWJMS open houses. Students can also apply to be a part of the Admissions Ambassador team, which consists of a diverse set of volunteers who speak to prospective students and host Q&A sessions at various admissions events.

Orientation Team

Orientation Team members work closely with the Student Affairs deans to plan and implement different aspects of orientation and onboarding for the incoming class. Orientation Team members play an important role in welcoming new M1s to RWJMS and planning the logistics of orientation week and the White Coat Ceremony. Roles include Onboarding Coordinators, White Coat Coordinators, Orientation Leaders, and Peer Mentor Coordinators. Students can apply in the winter of their M1 year for Orientation Team positions. The selection process is facilitated by the Student Affairs deans. Orientation Team members are compensated with a stipend.

Peer Mentors

The Peer Mentoring program is a year-long program that begins during orientation to help integrate incoming students into our Robert Wood Johnson Medical School family. All incoming students are placed into groups of 10 to 15 and assigned two peer mentors. These mentors serve as an informational source for students, easing the transition and providing advice on how to tackle the challenges associated with starting medical school. Students can apply to be peer mentors for the next year's entering class in the spring of their M1 year. Students who serve as peer mentors will be paired with a co-leader and facilitate orientation-week activities with for the group of incoming students to whom they are assigned. Peer mentors are also expected to foster longitudinal mentorship relationships with the incoming students in their group to offer advice, answer questions, and connect them to other students who share their interests and identities.

Student Admissions Committee

Student representatives on the Student Admissions Committee participate in discussion and selection of the incoming class with the medical school's Admissions Committee. First year students are nominated during their Spring Semester and are then selected for the Committee based on a class-wide election and interview component. Student Admissions Committee selections are facilitated by the current SGA President.

Student Curriculum Committee and Course Representatives

The Student Curriculum Committee (SCC) is a subcommittee of the RWJMS Curriculum Committee composed of three students from each class year. These students are chosen at the beginning of each academic year based on a class-wide vote. Terms are one year and a vote is held every year. The Curriculum Committee is composed of both elected and appointed faculty whose job is to develop, review, and design policy related to all four years of our medical school's curriculum.

The role of the SCC is to bring forth the opinions, perspectives, and suggestions of students to the faculty. SCC responsibilities include attending monthly meetings of both the Curriculum Committee and the SCC subcommittee, as well as working with faculty to present course evaluations to the Curriculum Committee.

SCC members also select two Course Representatives for each M1 and M2 course to maintain communication between students in the course and the course director. Course Representatives are selected at the start of each block based on written applications submitted to the SCC members. After every exam, both M1 and M2 SCC members lead meetings with all their Course Representatives to gather additional feedback from students.

STUDENT LIFE

Transportation

Rutgers University Buses

(848) 932-7744

Rutgers' five campuses are connected by a bus service. Bus schedules may be obtained from the Busch Student Center or accessed [online](#).

Fitness Facilities (Rutgers)

Rutgers Recreation

Email: recreation@rci.rutgers.edu

Robert Wood Johnson Medical School students can become members at an annual rate of \$312 and a monthly rate of \$26. Students do not have automatic access to Rutgers fitness facilities because past classes have requested that the associated fees not be included in their term bills, leaving them the choice of what gym to join. Membership includes all the Rutgers New Brunswick/Piscataway facilities (parking is separate). Members get access to virtual and in-person fitness and wellness classes. Members also get access to student pricing for fee-based services and programs including certification classes, swim lessons, massage therapy, wellness services, personal training, etc.

Rutgers Recreation has four large recreation centers (one on each campus), one free standing fitness center and 20 acres of outdoor space, an Olympic size pool with a diving tower, an 80 foot climbing wall, a ropes challenge course, a large picnic pavilion and a roller hockey rink. For more information about scheduling, facilities, and membership, visit the [Rutgers Recreation website](#).

ADMINISTRATION

Rutgers Robert Wood Johnson Medical School Leadership

The leadership of RWJMS, including the school's various administrative departments, can be found via [links, webpages, and the organizational chart](#).

Administration Offices

Office of the Dean

Clinical Academic Building
125 Paterson Street, Suite 1400
New Brunswick
Phone: (732) 235-6300
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Amy Murtha, MD
Dean, Rutgers Robert Wood Johnson Medical School

Keith Lewis, RPh, MD
Executive Vice Dean, Rutgers Robert Wood Johnson Medical School
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Office of Education

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Frecia Tapia, MA
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Colleen Donovan, MD
Director of Simulation
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Office of Student Affairs

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Sharon Bivins-Hinton
Management Assistant

hintonsd@rwjms.rutgers.edu

The Office of Student Affairs provides students with a full array of programs and resources which foster both personal and professional growth. From the White Coat Ceremony at Orientation to the Convocation Ceremony at Graduation, Student Affairs offers individual career counseling with the SA Deans as well as career advising meetings with each class. They monitor students' academic progress, assess issues which may be impacting performance and develop appropriate action plans for achieving academic success (Flexible Curriculum, Student Scholar Program, Medical Student Performance Evaluations, leaves of absence, transfers and withdrawals).

Student Affairs supports programming that promotes inclusiveness and diversity by collaborating with other units across RWJMS, RBHS and Rutgers University. The Office facilitates the Microaggression and Bystander Training for each class during the M1/M2 Orientation, M3 Introduction to the Clinical Experience and M4 Transition to Fourth Year.

In collaboration with the Student Government Association, the Office sponsors the THRIVE curriculum, College Advising Program (CAP) initiatives of fostering professional mentorship with students and faculty along with student wellness events. Student Affairs also supports the Student Government Association along with over 50 diverse student groups.

Office of Multicultural Affairs

675 Hoes Lane West TC 113, Piscataway

Phone: (732) 235-4690

Charletta A. Ayers, MD, MPH
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Sharon Bivins-Hinton
Management Assistant
hintonsd@rwjms.rutgers.edu

Under the direction of the Office of Education, the Office of Multicultural Affairs also oversees the Distinction in Inclusion and Diversity (DID).

Registrar Office

675 Hoes Lane West TC-111, Piscataway

Phone: (732) 235-4565

Fax: (732) 235-5078

myregistrar@rwjms.rutgers.edu

Yudisney Leung, MBA
Registrar

yl1725@rwjms.rutgers.edu

Jamal Kassim, MLER
Assistant Registrar
jmk438@rwjms.rutgers.edu

Our primary mission is the maintenance, management and accountability of all student educational and academic records. The Office of the Registrar processes any name or address changes as well as provides proof of enrollment to third parties. Your academic file containing grades, instructors' official comments and other official academic records and correspondence is maintained by the Registrar's Office and is available for your review. We do this with the strong support of Student Affairs, the Office of Education, Financial Aid and our dedicated Faculty.

The Registrar's Office reserves certain days of the week for particular requests.

Office of Financial Aid

675 Hoes Lane West Room C-103, Piscataway
Phone: (732) 235-4689
Fax: (732) 235-3264
Email: RBHS_PISC@ofa.rutgers.edu

Rhonda Underwood-Rimpel
Associate Campus Director of Financial Aid

Lashauna Clark
Student Financial Aid Counselor

Jaime Hudson
Staff Assistant/Federal Work Study Coordinator

Kessler Teaching Laboratories Office/Stockroom

675 Hoes Lane West, Piscataway
N-223 (Teaching Labs Office), (732) 235-4510
N-227 (Stockroom), (732) 235-4991
N-222 (Research Teaching Specialists), (732) 235-4934

Kathy-Ann Mitchell
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George Schroeder
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Regina Felder-Gibbons
Research Teaching Specialist
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The Daniel I. Kessler Teaching Laboratories accommodate the instructional modalities for the basic science portion of the medical curriculum, providing an integrated educational resource for medical

students. Space is allocated to a series of multidisciplinary small group rooms equipped for seminars, laboratories, demonstrations and audiovisual education. Each small group room is equipped with state-of-the-art audiovisual equipment including LCD projectors, monitors and cameras for feedback during clinical sessions. The Simulator room is provided for medical student simulated scenario training. The teaching labs stockroom is your source for audio/visual assistance for any of the small group rooms, educational supplies, and lab coat exchange.

The operation of this equipment in the small group rooms is only accessible via authorized teaching lab staff. Each of these rooms is also equipped with white boards. All small group rooms and anatomy labs are open from 6:00 am to 6:00 pm for student use for independent study or scheduled classes. Students can access these rooms after hours via their ID cards. A centrally located educational computer lounge provides students access to computer-assisted self-instruction, word processing, email, and wireless Internet access.

The Upper Student Lounge (USL) is a designated area for RWJMS Medical Students only. The USL space includes couches, board games, foosball, a piano, Keurig, and a ping pong table. We welcome our medical students to utilize the USL to socialize and relax.

Office of Research

675 Hoes Lane West Research Tower, Room 136, Piscataway

Phone: (732) 235-4550

Email: (rwjmsresearch@rwjms.rutgers.edu)

Webpage: (<https://rwjms.rutgers.edu/research>)

Celine Gélinas, PhD

Senior Associate Dean for Research

gelinas@cabm.rutgers.edu

Paul Copeland, PhD

Associate Dean for Research

Co-Director, Rutgers-Princeton MD/PhD Program

paul.copeland@rutgers.edu

The Distinction in Research (DIR) Program, the Robert Wood Johnson Medical School Summer Research Program, and the Students Interested in Research (SIR) electives are administered by the Office of Research.

The office provides online resources to find funding opportunities and a proposal support repository with grant toolkits to facilitate preparation of grant applications and submission through the [Office of Research and Sponsored Programs](#). Also available is information on [Core Facilities and Shared Instrumentation](#) available at Rutgers, including the Clinical Research Center (CRC), and on required compliance such as for laboratory safety and trainings, animal and human subject research.

Office of Global Health

303 George Street, 3rd floor, room 324, New Brunswick

Phone: 848-932-0233

globalhealth@rwjms.rutgers.edu

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Office of Disability Services

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Fax: 973-972-7596

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Department of Communications and Public Affairs

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The department encourages faculty, students and staff to submit news and announcements that may be shared with local media or included in the dean's *Weekly View* email, the [school's homepage](#), or [Robert Wood Johnson Medicine](#) magazine. Announcements may also be posted to the school's social media accounts including [Facebook](#), [Instagram](#), [Twitter](#), and [YouTube](#). The school and its alumni association also are represented on LinkedIn. To submit an event or announcement for consideration for a news

release, or for inclusion in school and university publications, please
email: rwjmscpa@rwjms.rutgers.edu.

Office of Alumni Affairs

335 George Street, Suite 4000, Liberty Plaza, New Brunswick
Phone: (848)-932-7982

Nicolina Astorina

Associate Director, Campus Relations – Rutgers Health Office of Alumni Engagement, Rutgers University
Foundation

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Perry Ritota

President, Alumni Association

perrychas@aol.com

The *Alumni Mentorship Database* is a list of 400 alumni who identified ways they would like to help students including shadowing, research opportunities, speaking at lectures, and navigating residencies and away rotations.

Office for Finance and Business Development

Phil Mesisca, MBA, CMPE

Executive Vice Dean for Finance and Administration

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John Drudy, MBA, CRA

Director of Financial Operations

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Office of Admissions

TC-109, Piscataway (732) 235-4576 or 4577

Fax: (732) 235-5078

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Liesel Copeland, PhD

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Mary Beth Green

Program Manager

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FACILITIES

RWJMS - Office of Information Technology

Contact Information

Support Email: rwjstudenthelp@rwjms.rutgers.edu

Piscataway Rooms NB 24 (North Basement of the Kessler Building)

- Maged Mohamed, MBA, Director, (mohamemm@rwjms.rutgers.edu)
- Veronica Rosel, Assistant Director, Tech Support Operations, (smithve@rwjms.rutgers.edu)

Technical Support

Technical support is provided for students on the Robert Wood Johnson Medical School campuses through appointments. You can schedule an appointment with one of our technical support personnel by visiting [our website](#).

Email

Please refer to the Acceptable Use Policy for Computing and Information Technology Resources and the Rights and Responsibilities for the Use of the University-Accessed Electronic Information Systems. It is the policy of the university that communication to students should be done using email whenever possible. Other forms of conveyance should be used only when necessary. Faculty and members of the administration will use email to distribute class outlines and other important notices. ROBERT WOOD JOHNSON MEDICAL SCHOOL STUDENTS MUST CHECK THEIR EMAIL DAILY. All Rutgers university students are required to obtain a NetID and official email address. When emailing faculty, administrators, and offices within the medical school, students must only use their Rutgers email.

For Webmail Access, use [this website](#) to access email. Visit [this website](#) for more information on how to use Office 365 features.

Printing

OIT Technology utilizes a printing environment using Ricoh devices throughout the Piscataway Research Tower and Kessler buildings. Students can print to any of the Ricoh devices with a technology called Web Print, paying via Papercut. Students will swipe their University Identification Badge or manually enter their NetID and password and release their jobs at any of the printing devices. Most devices are equipped with copier and scanner functions and will allow users to send directly to an email address or OneDrive. All students are issued an initial balance of \$50.00. For technical support send an email to rwjstudenthelp@rwjms.rutgers.edu or call the help desk at 732-235-3300 to open an Incident. The [Support for Students](#) Intranet Web Site has printing instructions and a "Submit Request" button to open an incident for support.

Technology Resources

Robert Wood Johnson Medical School–Office of Information Technology (OIT) is intricately involved in the educational process of our medical students. OIT works closely with the Office of Education to

enhance the student learning experience. Check out the [Student Technology Guide](#) to learn about resources to help you stay connected, get free software, troubleshoot your devices, and much more.

Apple iPad

All incoming students will be issued an iPad, which will be fully configured during orientation week. To prepare for the configuration, please set up an iTunes account prior to orientation week. It is critical that you have an Apple ID/iTunes account for setup and installation by the first day of Orientation. Additionally, you will need your [Rutgers NetID](#) credentials (username and password) to configure email and wireless on your device.

Wireless Access

The medical school is equipped with wireless Internet service. For support, a Field Service Engineer (Technical Support) will be available in the ARC or computer lounge area weekdays from 8:00 - 10:00 am and noon - 1:00 pm. Technical Support is located in NB 24 (basement) of the Kessler Teaching Wing. Note: If the wireless connection is down for an extended period of time, please contact the SGA President. For more information, click [here](#).

Antivirus Software

For personal equipment that is not owned by Rutgers, we are recommending the use of Avira (for Macintosh) and Immundet (for Windows). Both are available for free. For details on downloading and installing this antivirus software, click [here](#).

Remote Technology Resources

Remote learning and the use of remote technology has become a part of life at RWJMS as a result of the COVID-19 pandemic. To learn more about virtual access to computer labs, learning management systems, free Microsoft Office, and more, click [here](#).

Computer Labs

AST Computer Labs – 2nd floor hallway connecting Great Hall to Research Tower (L201 & 202) (732) 235- 4436 L201 has computers available for use during normal working hours: Monday-Thursday 7 am - midnight, Friday 7 am - 8 pm, Saturday noon – 4 pm, and Sunday 1 pm - midnight. L202 has computers and printers (black and white; color; posters). It is open Monday-Thursday 7 am midnight, Friday 7 am-8 pm, Saturday noon-4 pm, and Sunday 1 pm-midnight. Poster printing is available during regular business hours only. Please do not eat or drink while using any of the computers. Report computer or printer problems to the Computer Lab work-study student. If you have computing problems, call the Technology Services Center at (732) 743-3200.

Sky Café – East Corridor of Kessler Teaching Labs

Not actually a café, these “open access” computers and printers are available for student use 24 hours a day. They are located in the hallway behind the stockroom. Printer jobs are released by card swipe.

OIT Policies

Rutgers is committed to establishing and maintaining a safe, secure computing environment that supports its missions of teaching, learning and service to the state. To that end, the university has set policies to ensure the integrity of its infrastructure, the security of its data, and the efficient and ethical use of its

resources. All members of the university community are responsible for adhering to these [policies and guidelines](#).

Supplies

Laboratory Gloves

Laboratory gloves are only to be disposed in the labs. Students should not walk through the halls with dirty gloves, nor should gloves be disposed in the bathroom.

Skull Boxes

Skull boxes will be issued through the lockers with one skull to be shared between 2 adjoining lockers and used during the academic year. They must be returned according to the established policy. The skull box is to be returned after use for gross anatomy studies. You are responsible for the contents and return of the skull box.

ID Cards

All students are issued an identification card, which gives you access to the building and privileges at the Media Library. ID CARDS SHOULD BE WORN AT ALL TIMES when on school property. This mandate is for security purposes; individuals without identification should be reported to Security by calling 732-932-7211. This is especially important at night and on weekends when there are fewer people in the building. Visit the [Identity and Access Management](#) (IAM) website to replace your lost or stolen RWJMS ID card.

You will be charged a \$20 replacement fee.

Buell Apartments Housing Office (Busch Campus) 55 Bevier Rd, Piscataway, NJ 08854
(848) 445-2561, Regular Hours: Monday - Friday: 8:30 am – 5:00 pm
For a campus map or view other locations, visit [New Brunswick Campus Locations](#)

Every student will receive a RWJMS decal to place on their ID card during orientation. The decal is proof that you are a RWJMS student with access to the study areas after hours. A security guard patrols RWJMS M-Th from 6:00pm until 12:00am. Please have your university ID card available or the guard will ask you to vacate the area.

ID Not Working? Contact Kathy-Ann Mitchell at kathy.mitchell@rutgers.edu
(732)-235-4510.

Online Photo Submission

You can use [Identity and Access Management](#) online portal to easily submit the photo you would like included on your ID Card. The Identity and Access Management office will then review the photo and notify you via email if it is approved or denied. New students will receive their ID Card at their campus specific Orientation. All new students must be registered for classes to be eligible for an ID Card. Faculty and staff will receive their ID Card at New Employee Orientation. Visit the [FAQs](#) to get more information on the ID Card process and FAQ.

Please visit the [AIM page](#) for more information and to submit photo.

Medical Supplies

Eager to buy your medical school equipment? AMSA will be selling medical supply packets at the beginning of the school year. It is suggested that students wait for these occasions to purchase supplies

due to the high quality offered. During the first year, you will use stethoscopes and sphygmomanometers during the Physicianship course. Second year students have the option to purchase reflex hammer, otoscope, ophthalmoscope, pen lights, and other diagnostic equipment during an organized sale before the start of M2 year.

White Coats

Each student will be issued a short white coat during Orientation to be worn during all patient interactions at the hospital, doctor's offices, and clinical correlations throughout the year. After orientation, students will have the opportunity to order two additional white coats. It is also expected that students dress appropriately and wear their white coats during the clinical classes, including Physicianship, in which patients or simulated patients are present.

Students are not allowed to launder lab coats and white coats. Used lab coats should be returned to the Stockroom at the Daniel I. Kessler Teaching Labs. Used white coats should be placed into the dump locker at the Upper Student Lounge on the Piscataway Campus, or the dump locker on the 2nd floor near the Student On-Call Room at the Medical Education Building.

Do not use a local dry cleaner or laundry service. They generally are not familiar with proper handling of potentially contaminated items. They can damage the lab coat or white coat by degrading its protective properties. Laundry services are not equipped to handle significant contamination of lab coats and white coats with hazardous materials, radioactive material, or infectious material contamination. In the event of a significant spill of a hazardous material on the lab coat, remove the coat immediately. Generally, significantly contaminated coats and clothing will be considered a hazardous waste. Lab coats and white coats must be managed based on the type of contamination. If you have questions about potential contamination from a specific incident, please contact Kathy-Ann Mitchell directly.

For lost white coat or need a replacement, please contact Kathy-Ann Mitchell at kmm557@rwjms.rutgers.edu.

Advice:

- Any time you wear your white coat, you should be in **at least business casual attire or scrubs**.
- No jeans, shorts, or sweatpants are to be worn with the white coat (*unless specifically stated*).

Other Resources

Lockers

Each student is assigned a locker at the beginning of first and second year. It is advised that you keep your locker locked at all times, as the school will not take responsibility for any lost items due to theft or other reasons. You may not switch lockers. You must use the assigned combination lock, and it may not be removed from your locker.

Mailboxes

Every student is assigned a mailbox across from the administration offices. Free interoffice and Rutgers intercampus mail is available through the Office of Student Affairs. A FedEx pick-up box is located just outside the entrance to the school.

Phones

There is a phone outside the Stockroom, which can be used for emergency calls to Public Safety (dial 911) and/or non-emergency calls to Public Safety for the escort service or other problems (dial 732-932-7211).

Parking

Rutgers utilizes license plate recognition technology that captures and reads a vehicle license plate to confirm that the vehicle is registered and has permission to park on campus. You will not receive a physical hangtag or decal. Vehicle license plates must be unobstructed, affixed to the bumper, and displayed in view from the driving aisle of a parking space.

To register, add, or update your vehicle, pay a parking citation, see a list of parking locations, and access parking policies, visit the [Rutgers Department of Transportation](#).

Parking registration for Robert Wood Johnson Medical School students is under the category Zone H.

Piscataway Campus Parking

There are four lots available for parking: lots A, B, C, and “the gravel.” Do not park in the guaranteed, reserved or visitor parking spaces with your student parking permit. Do NOT park on the diagonal line in any lot. These designated areas are considered a safety zone for emergency vehicles to travel around the lot. If you park in the safety zone, you will receive a parking citation.

If there is a compelling reason you need to leave your vehicle overnight (i.e. your car has broken down and waiting to get it towed, you need to leave your car because you are carpooling on a school-related business) in any of the Zone H parking lots, please email info.dots@ipo.rutgers.edu with the following information: make, model, license plate, lot number and length of time you will leave vehicle.

New Brunswick Parking Deck Validation Policy & Process

Students participating in a school-sponsored educational activity (i.e. clerkship, Physicianship offsite, clinical shadowing or research experience approved by an Externship Form, COVID test kit pickup or submission) in New Brunswick may park in the assigned parking decks and have their parking deck ticket validated.

Validation must be used only for the hours during which your educational activity is taking place,

which includes early, late-night and weekend shifts. **Extended parking is not authorized.** If you park your vehicle in any parking deck owned by the New Brunswick Parking Authority for longer than 24 hours, **you will be responsible for the entire parking fee.**

Validation will only be granted for students with a valid Rutgers photo ID and parking permit (annual or one-day). Students must be able to show Rutgers photo ID and proof of a valid Rutgers parking permit.

ASSIGNED PARKING DECK

To accommodate for patient parking, students are asked to use the assigned parking decks:

M1/M2: Wellness Parking Deck ONLY

M3/M4: Paterson Street, Plum Street and Wellness Parking Decks

PURCHASING A VALID PARKING PERMIT

Annual Permit: This is for a student who will have a vehicle on campus throughout the year. You can purchase an RBHS student parking permit for the AY24-25 (when it becomes available) by logging into "[My Rutgers Parking Account](#)"

One-Day Permit: This is for a student who does not need to purchase a parking permit to park in New Brunswick because their clinical rotations are offsite but will need to park on campus 2-3 times this academic year. You can use the **Passport Parking App** to purchase a one-day permit.

RBHS students in New Brunswick and Piscataway can use the Passport Parking App (<https://www.passportparking.com/>) to purchase a **daily \$5.00 permit** and Rutgers DOT will **honor that permission in Lot A, B & C. The zone is 9647 Rutgers New Brunswick.**

For New Brunswick parking deck validation, a valid Passport Parking permit will be accepted in lieu of a Rutgers parking permit.

VALIDATION PROCESS

Parking deck tickets will be validated by the Security Officer at the Clinical Academic Building (CAB) LOBBY FRONT DESK located at 125 Paterson St, New Brunswick.

To validate your parking deck ticket, **YOU MUST SHOW YOUR RUTGERS PICTURE ID AND PROOF OF YOUR VALID RUTGERS PARKING PERMIT.**

Please make every effort to get your parking stub validated during the CAB front desk staff hours.

Coverage hours for CAB lobby front desk
Monday thru Thursday, 7:00 AM to 7:00 PM
Friday, 7:00 AM to 6:00 PM

VALIDATION AFTER CAB LOBBY HOURS

1. **See the New Brunswick Parking Authority (NBPA) security guard** at the exit of the parking garage and ask for a **deferred payment slip (DPS)**. If no one is present push the button for assistance. You may have to wait, but there is someone on-call 24 hours a day. You will receive a DPS and then will be allowed to exit the deck. **Do not pay for the parking. If you pay, the school will not reimburse you.**
2. On the **next business day, submit the DPS** to Lucija Milicevic by either emailing a legible copy at lucijam@rwjms.rutgers.edu, mailing it directly to the CAB Operations and Administration Office, Clinical Academic Building, 125 Paterson Street, Suite 1030, New Brunswick, NJ 08901, or dropping it off at the Security Desk at the CAB who will provide the slip to the Office the following

day. **Please print your name on the back of the DPS and include a cell phone number in case we need to contact you.**

Note: This needs to be completed within 14 days of issue of the slip, otherwise it goes into default and the slip will turn into a **city parking summons, which cannot be rescinded. The school will not be able to help or reimburse you.**

LOST PARKING DECK TICKET You are responsible for the safe keeping of your parking deck ticket. The NBPA will charge \$25 for a lost ticket. **The school cannot reimburse the expense.** A lost ticket is your responsibility!

Education, Research, and Clinical Facilities

Piscataway

Research Tower, Multidisciplinary Teaching Labs and Kessler Teaching Laboratories Manager, Educational Administration

Kathy Ann Mitchell (Kathy.mitchell@rutgers.edu) Daniel I. Kessler Teaching Laboratories Rm 222 675 Hoes Lane West, Piscataway, NJ

The Daniel I. Kessler Teaching Laboratories accommodate a series of multidisciplinary small group rooms equipped for seminars, laboratories, demonstrations, and audiovisual education. Each small group room is equipped with audiovisual equipment including LCD projectors, monitors, and cameras for feedback during clinical sessions. The operation of this equipment is only accessible via authorized teaching lab staff. Each of these rooms is also equipped with white boards. All small group rooms and anatomy labs will be open from 6 am to 6 pm for student use for independent study or scheduled classes. Students can access these rooms after 6 pm via use of your ID cards.

The Kessler Teaching Laboratories suitable for both individual and group studying. Whether studying in the periphery or small group rooms, please be respectful of others in the study area by:

- minimizing the noise level
- keeping the space clean and clear of garbage
- not claiming carrels or rooms overnight by leaving study materials and personal items

Study Locations:

1. Central Planes: located in between the C1-6 and C7-12 teaching labs
2. North Planes: located in between the N1-6 and N7-12 teaching labs
3. Periphery: located around the Main Lecture Hall
4. Rooms N109, N121 and N124: located behind the East/West Lecture Halls
5. Teaching Lab Rooms: small group rooms C1-C12, N1-N12, C207 and C208
6. Upper Student Lounge: located on the 2nd floor across from room N1

Central and North Planes

This space offers carrels in an enclosed area for those who prefer less distractions. This space is swipe access only.

Periphery

This space offers carrels in an open semi-quiet study area. This space is open to walk-thru traffic to the Main Lecture Hall.

Rooms N109, N121 and N124

These rooms are meant for group study. Although rooms are enclosed, they are adjacent to administrative offices and the walls are not sound proof, which offer semi-quiet space. Since these rooms are used for departmental meetings throughout the workday, room availability is unpredictable.

Teaching Labs (Small Group Rooms)

These rooms are meant for group study and offer space to write out and draw notes, as the walls are lined with white boards. Although rooms are enclosed, the dividing walls are not soundproof, which offer semi- quite space. Since these rooms are used for classes and scheduled meetings, check the reservation schedules posted in the hallway walls for room availability. Rooms are swipe access.

Upper Student Lounge

There is a designated space meant for active group study. Although the lounge is enclosed and is swipe access only, the study area is in an open area with other activities. Noise level can vary, and room availability is unpredictable.

There are several open table study areas throughout the building students are also welcomed to use. These are located above the Great Hall as well as the peripheries of the Great Hall and Old Student Lounge.

Since these study areas are public spaces, students should not leave their personal items unattended. Students can store their belongings. Items left behind maybe discarded. RWJMS is not responsible for lost, stolen or discarded items.

Student Relaxation and Recreation Areas

Old Student Lounge (OSL)

Volume: Conversational

Meant for socializing, this area has a piano. Medical students and PA students often eat lunch here, but tables are always open for studying as well if you like a little noise when you study.

New Student Lounge

Volume: Conversational

The New Student Lounge is a designated area for RWJMS Medical Students only. It is located across from Woody's Cafe, and includes couches, a refrigerator, microwave, Kuerig and TV. Great place to store your lunch, grab a cup of coffee or enjoy lunch or snack with fellow medical students.

Upstairs Student Lounge (USL)

Volume: Conversational

The USL is a designated area for medical students only. The lounge is located in the North Kessler Teaching Labs and includes couches, board games, foosball, a piano, Keurig, and a ping pong table. We welcome our medical students to utilize the USL to socialize and relax.

The Sunrise Lounge

Volume: Conversational.

This is on the East side of the Kessler Teaching Labs, between the North and Central Planes. This is an open lounge area that has multiple computers, a printer and couches that students can use for studying and socializing.

The Sunset Lounge

Volume: Conversational

This is on the West side of Kessler Teaching Labs, between the North and Central Planes. This is an open lounge area that has multiple large round tables, window tables and seating, and a microwave. This is a great quiet place to hang out with friends and watch the sunset.

Great Hall Balcony Lounge

Volume: Conversational

Above the Great Hall you will find a nice open balcony area that includes large round tables and cushioned benches that make it a great place for relaxing and hanging out with friends. Students use this as an open study space and a hang out area.

The Great Hall

The Great Hall is our multipurpose room that can be reserved and be transformed to host wide ranging events from poster presentations, dinner receptions, and holiday dance parties. It is a central gathering space day and night that has chairs and tables for students to use for eating, studying and hanging out.

Meditations/Prayer Room

Research Tower, room V-40 (basement level). Students are welcome to use this quiet space to meditate and pray. Meditation cushions and small prayer mats are available in the room.

Affiliated Hospitals

Capital Health Regional Medical Center

750 Brunswick Avenue
Trenton, NJ 08638

Hunterdon Medical Center

2100 Wescott Drive
Flemington, NJ 08822

JFK University Medical Center

65 James Street
Edison, NJ 08820

Monmouth Medical Center

300 Second Avenue
Long Branch, NJ 07740

Penn Medicine Princeton Health

1 Plainsboro Road
Plainsboro Township, NJ 08536

Raritan Bay Medical Center

530 New Brunswick Avenue
Perth Amboy, N 08861

RWJ University Hospital Somerset

110 Rehill Avenue
Somerville, NJ 08876

Saint Peter's University Hospital

254 Easton Avenue
New Brunswick, NJ 08901

Rutgers University Libraries | Health Sciences Libraries

Services

All RWJMS students have full access, borrowing and electronic (on-site and remote), to the vast resources of the Rutgers University Libraries. Study spaces are available in all of our libraries.

Victoria Wagner is the library's liaison to RWJMS feel free to contact her with any questions about library spaces, resources, and services: victoria.wagner@rutgers.edu

Research Assistance: schedule an appointment with a health sciences librarian.

Reference Questions: get help by email or chat.

Citation Management: learn more and get help with EndNote

Systematic / Scoping Review Consultations: meet with a librarian for help with search strategies, database selection, citation management, project management.

Research Skills Tutorials: learn about EBM, PICO, PubMed, and more.

Preclerkship Resources: guide designed by RWJMS preclerkship faculty to surface the most important resources for courses taught during M1 year and beyond.

Stay in Touch:

[Subscribe](#) to our monthly [e-newsletter](#).

[Facebook](#)

[Instagram](#)

June 2024

Locations and Study Spaces

Rutgers University Libraries

Library hours vary according to the Rutgers academic calendar. Check the [library webpage](#) for exact hours and services available. A Rutgers student ID is required when visiting these libraries.

Use our [reservation system](#) to book a space for group or individual study:

The group study room at Robert Wood Johnson Library is listed under [New Brunswick bookable spaces](#).

Robert Wood Johnson Library of the Health Sciences

Medical Education Building, Room 101, Lobby Level

1 Robert Wood Johnson Place, New Brunswick

(732) 235-7610 | rwj-ref@libraries.rutgers.edu

The [Robert Wood Johnson Library](#) is located in the heart of the clinical setting in the lobby level of the MEB. Tables, carrels, computer lab/printing, and a reservable conference room for group study are available.

[Reserve a Group Study Room](#)

Library of Science and Medicine (LSM)

165 Bevier Road, Piscataway | Phone: (848) 445-3854

The [Library of Science and Medicine](#) is located across the quad from Kessler teaching labs. The 3rd floor is a dedicated quiet floor and a graduate study room (card swipe access limited to RBHS graduate students) is located on the 2nd floor.

Alexander Library

169 College Avenue, New Brunswick | Phone: (848) 932-7851

[Alexander](#), fondly called “Alex” by students, offers a quiet study space with many tables and carrels for graduate students only.

STUDENT HEALTH AND WELLNESS

Student Wellness Program

Robert Wood Johnson Medical School provides free and confidential mental health services for students. All students are eligible for up to 16 free sessions per academic year. The Student Wellness Program assists students in adjusting to the stressors and pressures of medical school. Services include individual, couple and family counseling, medication management, crisis intervention, and prevention-oriented groups and workshops. A diverse staff of mental health professionals who are independent of the medical school provide these services. Participating clinicians do not evaluate students academically or play any role affecting a student's status in school.

Piscataway/New Brunswick Campus Student Wellness Program

Mon-Thurs, 8:30 am – 8 pm

Fri, 8:30 am - 5 pm

Crisis Care available 24 hours/day, 7 days/week

24-hour Piscataway hotline number: 800-327-3678

Rutgers Health

242 Old New Brunswick Road, Suite #330

The Walton Building

Piscataway, New Jersey 08854

(732) 235-5933

or (By Special Arrangement Only)

671 Hoes Lane West, Room # TBD

Piscataway, New Jersey 08854

(732) 235-5933

Counselors:

- Sarah Ben Younes Millot, LCSW, CEAP
- Nicholette Glassman, LAC
- Denise Golonka, LPC, LCADC, CEAP
- Brian Rader, LPC, NCC
- Kelly Smith, LCSW, MPP

Student Health Services

Student Health Services
Family Medicine at Monument Square
317 George Street, First Floor
New Brunswick, NJ 08901

Komal Bhatt, MD, MBBS

Director of Student Health Services
bhattkg@rwjms.rutgers.edu

All students have access to the [Student Health Services](#) at Family Medicine at Monument Square (FMMS). The director of the Student Health Services is Komal Bhatt MD, MBBS. Support for this service is included in student fees, so basic primary health care is provided to students at no additional charge. All visits are charged to your insurance. The Student Health Services is also responsible for maintaining immunization and health records for all students.

Access to Student Health Services

Location: 317 George Street, first floor, in downtown New Brunswick. There is a parking deck behind the building accessed from New Street. Parking is \$1/hour for all patients after validation at the front-desk. Access to Student Health Services is by appointment during regular hours of operation (Clinic Hours: M/T/F 8:00 am - 5:00 pm; Evening Hours (Telehealth Only): T/W/Th 5:00pm – 8:00 pm). Walk-in or same-day appointments are accepted throughout the regular hours based on physician availability.

To schedule an appointment

- Call Student Health Services at (732) 235-5160 (follow prompt #2) and speak with Jennine Boruta, LPN, to obtain an appointment.
- For students being seen at FMMS, there are policies in place to protect privacy and ensure that students are not seen by physicians that will participate in their education.
- Please let Jennine know the reason for the appointment, as she will then be able to appropriately schedule the appointment depending on the urgency of the situation.
- If you are sick, Jennine may need to review the issues with Dr. Bhatt or a nurse and will then call you back. They will generally schedule sick appointments on the same day or within 24 hours.
- Emergencies will be handled on a case-by-case basis. They provide physician coverage for emergencies 24-hours a day, 7-days a week. Care is provided on-site or in the hospital emergency room.
- To access emergency care and after hours, call (732) 235-8993 for instructions. All life-threatening emergencies should be handled through 911.

On the day of the appointment:

Bring your insurance card and your student ID to the office. Be prepared to arrive a few minutes early for your first appointment to complete the check-in process. Make sure they have your local phone number and address, as often the only address they have in their system is the one you provided to the school during the admissions process. They would prefer to send any lab reports to you, and not have them sent accidentally to your parents' address! Present to the Front Desk and identify yourself as a medical student and remain in the waiting room to be called into the office.

Services Free to All Students:

Unlimited visits and consultations with physicians at FMMS, including:

- Women's health services
- Routine physical examinations
- Preventive care and chronic medical issues- physicals, hypertension, diabetes, etc.
- Acute care-injuries (Sports medicine physicians on staff at FMMS)
- Minor surgery
- In-office testing: Saline and KOH, rapid pregnancy test, strep testing, and urine dipstick
- Contraception counseling, and certain contraception procedures
- Immunization review and administration of selected vaccines
- PPD testing and influenza vaccines are covered services. Non-travel vaccinations are covered by health plan. All immunizations are billed to your insurance.
- Transmittal of health records to other physician and graduate or professional school, with the student's written permission (HIPAA authorization)
- Follow-up management of exposures to blood borne pathogens

What's Not Covered?

- Allergy desensitization: administration and cost of desensitization materials (allergy serum)
- Laboratory testing of students requiring or requesting such services. A charge will be made for all laboratory work performed through a contract laboratory (including all titers). Health plans require that you receive your laboratory testing from a designated laboratory affiliated with your insurance company. The invoice for these labs will come directly from the contract laboratory.
- Diagnostic X-rays
- Dental care
- Ophthalmologic services and appliances
- Audiological services and appliances
- Physical exams for employment
- Health care rendered by those not affiliated with FMMS
- Health care for spouses or dependents
- Supplies and durable medical equipment- crutches, splints, etc.
- Costs associated with hospitalization, including room and board, specialty care, supplies, and diagnostic testing fees
- Travel immunizations (however we provide the immunizations and bill it to your insurance)

Billing

If billed in error for any services, or if you have any questions about billing, please notify: Jennine Boruta at Student Health Services (732) 235-5160.

Do not let billing problems linger, as they can affect your credit.

To access the Rutgers University arranged plan underwritten by UnitedHealthcare, please go to www.universityhealthplans.com.

Contact

Komal Bhatt, MD, Medical Director Phone: (732) 235-8993

Fax: (732) 246-7317

Jennine Boruta, Program Assistant Phone: (732) 235-5160

jb1481@rwjms.rutgers.edu

Away Elective Paperwork

Please do not wait until the last minute to have this paperwork completed! Do remember to fill out your section of the paperwork prior to dropping it off at Student Health or email it to Jennine Boruta. The form will be completed within a week. Please leave a phone number where you can be reached and let us know whether you prefer to pick up the paperwork, have it emailed or faxed. If you have not met or are not sure you have met the requirements outlined by the institution where you will perform the rotation, please make an appointment to see Dr. Bhatt.

Student Health Insurance

University Health Plans

United Healthcare Policy #2015-527-1

Phone: (800) 437-6448

info@univhealthplans.com

All students are required to be covered by health insurance. For those who do not have their own coverage and are not covered on their parent's or spouse's policy, University-sponsored insurance is available. The Rutgers University Student Health Insurance Plan is serviced by University Health Plans and underwritten by UnitedHealthcare Insurance Company (UHC). For an additional premium, students' spouses and dependents may also be covered by the University Healthcare plan. Coverage can be continued while on leave of absence. For further information, consult the plan benefits by going to [University Health Plans](#) and proceeding to information for Rutgers, The State University of New Jersey.

In order to comply with the New Jersey mandate, all full-time graduate and undergraduate students must have health insurance coverage. The annual premium of the Student Health Insurance Plan for AY 2024-2025 is \$2,942 for students. Please refer to [University Health Plans Rutgers RBHS](#) for the most up-to-date premium information. The coverage period is from August 15, 2024 to August 14, 2025. Students who have other health insurance coverage may opt out by submitting the online waiver form. RBHS Full-Time students are required to submit an online waiver form prior to the posted deadline each academic year. The fall waiver deadline is September 30, 2024. Students who do not respond by the deadline will be automatically enrolled in the fall plan and will be responsible for paying the premium. Students who do not pay the assessed premium and who have not properly waived coverage will have a hold placed on their account until it is paid in full.

Waiver & Enrollment Instructions

The deadline to submit the online waiver form during the fall is September 30, 2024. To submit the online waiver, select "Waiver Form" on the left of the Rutgers page of the University Health Plans website. When your waiver form has been successfully submitted, you will see a waiver confirmation number and receive a confirmation email to your University email address shortly thereafter. If you do not receive the confirmation email, your form may not have been submitted and you should contact University Health Plans at 1-800-437- 6448 for assistance. Students may also elect to add eligible dependents to their plan by going to [University Health Plans](#) and proceeding to information for Rutgers, The State University of New Jersey.

Optional Dental and Vision Plans

Rutgers is pleased to offer our students and their dependents a Dental and Vision insurance plan that is NOT required insurance. Information on these voluntary plans can be found by going to [University Health Plans](#) and selecting Rutgers, The State University of New Jersey and following the prompts to DeltaCare Dental Plan or VSP Vision Care Plan. The dental plan enrollment deadline is July 15, 2024. The vision plan enrollment deadline is August 15, 2024.

Questions?

If you have questions about benefits or claims, please contact United Healthcare Student Resources at 1-866- 599- 4427, customerservice@uhcsr.com or claims@uhcsr.com.

If you have questions about the waiver/enrollment process, dependents, and or optional plans, please

contact University Health Plans at 1-800-437-6448 or via email info@univhealthplans.com.

Travel Health Insurance

Medical Access Abroad

Matt Spaventa

Risk Management Coordinator

spaventa@finance.rutgers.edu

Since accessing medical and emergency assistance can be difficult and expensive while traveling abroad, Rutgers requires all students traveling internationally to purchase international health insurance. Students enrolled in the Rutgers Study Abroad program are automatically enrolled in international medical coverage. Other students who are planning to travel overseas and who are not enrolled in Study Abroad must contact the Department of Risk Management & Insurance to enroll in international medical coverage. To enroll, you must complete the [International Travel Registration Form](#) [XLSM] and email it to Matt Spaventa along with a check made payable to Rutgers, The State University of New Jersey for \$2.10 x number of days you will be overseas. Instructions can be found on their [website](#). Students can pay with a check made payable to Rutgers, The State University of New Jersey. Alternatively, departments can issue a Journal Entry as a form of payment. The enrollment roster and the payment must be received by Risk Management at least **two weeks** prior to the trip departure.

- Covers injury or illness up to \$200,000
- There is a \$0 deductible for each injury or illness claimed
- Cashless transaction if an approved provider is utilized for service
- Nonessential services (e.g. dental cleaning, acne treatments, check-ups, etc.) are not covered
- **THIS TRAVEL POLICY CANNOT BE USED TO WAIVE THE STUDENT HEALTH INSURANCE PLAN**

For detailed information, refer to the international health insurance program brochure on the [Risk Management and Insurance website](#). Please contact the Department of Risk Management & Insurance with any questions about enrollment or coverage.

Long-Term Disability Insurance

Robert Wood Johnson Medical School, in conjunction with the American Medical Association (AMA) sponsored Med Plus Advantage Program and Standard Insurance Company, will continue to provide disability income insurance tailored for our full time students. This plan is designed to meet the particular needs and concerns of individuals who have chosen to dedicate themselves to the health professions. You are making a major investment in your future careers, which can be placed at risk by the physical as well as financial effects of illness and disability.

The Liaison Committee on Medical Education (LCME), the accrediting agency of two of our Medical Schools, requires us to have disability coverage for our medical students. Because of the clinical emphasis of the third- and fourth-year medical curricula and the investment already made to reach that level, the University's disability insurance plan will continue to be mandatory for all third- and fourth-year medical students. First- and second-year medical students and other full-time medical school students will have the option to purchase a similar plan.

As a 3rd or 4th year medical student, you have disability income insurance through the AMA-sponsored Med Plus Advantage Program. The MPA program provides custom-tailored benefits to help meet the needs of medical students and residents.

Your coverage includes:

- \$1,000/month Yrs. 1&2, \$1,500/month Yrs. 3+
- 90-Day Elimination Period
- 12 month/30 Day Pre-existing Condition
- Lifetime Maximum Benefit
- \$2,000-\$2,500 monthly benefit available during residency on guaranteed issue basis
- 24 Month M&N and D/A Limit: mental & nervous and drug & alcohol disabilities limited to 24 months of benefits per occurrence
- \$3,000 Income Offset
- Assisted Living Benefit (ALB)
- \$5,000 Lump Sum after 12 months of permanent and total disability
- 5-Year Student Definition: unable to perform duties of a student in good standing
- School Loan Provision: up to \$250,000 at the end of 12 months of permanent & total disability
- Annual Premiums for coverage period (7/1/2024-6/30/2025):
 - Years 1&2 (Voluntary): \$52.44
 - Years 3+ (Mandatory): \$78.60

Coverage Certificates and Member ID cards for Students are available on [MyMedPlusAdvantage](#) by entering 644211.

Being a part of the Med Plus Advantage program gives you access to exclusive benefits including their NEW International Medical Insurance. Specifically tailored to the needs of students and residents, the MPA Global Explorer Plan features:

- Responsive medical management 24/7/365 for emergencies anywhere in the world
- Access to a global network of more than 17,000 highly qualified providers

- International and multilingual customer service centers
- Online service at your fingertips anytime, anywhere through MyIMG

For more information and to purchase International Medical Insurance, visit [Med Plus Travel](#)

If You Have Experienced Violence or Harassment...

If you are the victim of sexual or dating violence, or know someone who is, there are different options to get assistance. Whether it happened on- or off-campus, help is available immediately and for continued needs. There are many resources to help; you do not have to face this alone. Rutgers Biomedical and Health Sciences is committed to helping you find the assistance that is right for you. If after reading you need clarification or want to talk about options with a confidential support, contact the RBHS [Office for Violence Prevention and Victim Assistance](#) (VPVA) at 973-972-4636.

Medical assistance. Contact Student Health Services for help with medical attention that can include testing for STIs, discussing the need for preventative medication, and assessing injuries or trauma. Student Health Services can be reached at 973-972-8219 (Newark) or 732-235-5160 (New Brunswick/Piscataway).

Emotional support. The RBHS Office for Violence Prevention and Victim Assistance (VPVA) is a resource that provides support to victims/survivors through counseling or brief emotional support, assistance with reporting to help you make an informed decision, connection to resources and options specific to your situation, safety planning, general information about interpersonal violence, and other accommodations. Services from VPVA are free, confidential, and available to all RBHS students who experienced sexual assault, dating violence, stalking, or harassment at any stage of their life. RBHS VPVA has offices in the Bergen Building (Newark) and RWJMS Tower (Piscataway). For more on VPVA, call or text 973-972-4636 or visit [Rutgers VPVA](#)

In addition, a student can access counseling services through the Student Wellness Program to assist with the emotional impact of the trauma or to address existing mental health concerns that the incident may have exacerbated. Student Wellness can be reached at 973-972-5429 (Newark), 732-235-5933 (New Brunswick/Piscataway), or 800-327-3678 for emergencies after office hours.

Reporting. Students can report an incident directly to the police and/or to the University. If you want to proceed with filing a report with RUPD or the police department where the incident occurred, contact 911 or the local law enforcement number. RUPD can be reached at 973-972-4491 (RBHS Newark), 732-932-7211 (New Brunswick/Piscataway), or 856-256-4922 (Blackwood).

Sexual or dating violence is a violation of University policy and can be addressed through a formal University process. An incident can be reported through the [online reporting form](#) or directly to the Title IX Coordinator, Susan Hamilton, at 973-972- 5374. Title IX can also work with students to provide measures to keep victim/survivors feeling safe, including class and housing accommodations.

Looking for resources off-campus? Students can make the decision to access services on and/or off campus. A victim/survivor should make the decision that makes them the most comfortable. New Jersey has sexual and dating violence programs in each county that offer an array of services. These often include 24-hour hotlines, counseling, and accompaniments to legal proceedings.

To find a program located in your area, reach out to [New Jersey Coalition Against Sexual Assault](#) at 800-601- 7200 or the [New Jersey Coalition to End Domestic Violence](#) at 800-572-7233.

ACADEMIC **RULES AND** **REGULATIONS**

48th Edition: 2024-2025

RUTGERS

**ROBERT WOOD JOHNSON
MEDICAL SCHOOL**

Academic Rules and Regulations (48th Edition 2024-2025)

PLEASE NOTE: Occasionally, revisions are made in the *Academic Rules and Regulations* and these revised rules supersede all others, and are applicable to all classes immediately, unless otherwise specified.

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I. ACADEMIC STANDING COMMITTEE

- A. The Academic Standing Committee is charged with monitoring the academic progress of all students, and of formulating and applying the *Academic Rules and Regulations*. Actions of the Academic Standing Committee may include, but are not limited to, the following:
 - 1. Recommendation of students for promotion
 - 2. Recommendation of students for award of the M.D. degree
 - 3. Review of annual Registrar's support of affirmation of degree requirement completion
 - 4. Approval of Leaves of Absence for students in academic difficulty
 - 5. Consideration of appeals of non-passing grades and remediation decisions by courses, clerkships, selectives, and electives
 - 6. Mandate for reduced course load or decelerated curriculum for students in academic difficulty
 - 7. Placement of students on Academic Warning
 - 8. Placement of students on Academic Suspension
 - 9. Dismissal of students
 - 10. Establish standards for Satisfactory Academic Progress and consider related appeals.

Academic Standing Committee meetings shall be governed by the rules contained in "Robert's Rules of Order" in all cases to which these rules are applicable and in which they are consistent with the Rutgers Robert Wood Johnson Medical School Bylaws.
- B. Any student may appeal to the Academic Standing Committee the application of these *Academic Rules and Regulations*. Any student may appeal to the Dean an adverse decision of the Academic

Standing Committee related to promotion, graduation, or dismissal. Any student wishing to appeal to the Dean must contact the Dean's Office in writing, with a Student Affairs Dean copied, within two weeks of the date of the committee's letter notifying the student of its decision.

- C. The Rutgers Robert Wood Johnson Medical School Academic Standing Committee should keep in mind conflicts of interest or the appearance of a conflict of interest, and the committee must take appropriate action when a conflict of interest arises. A conflict of interest might occur when a faculty or staff member has a relationship that may conflict with, or prevent, a person from carrying out duties or exercising good judgment in an independent way with matters that involve committee activities. Not all relationships pose a conflict of interest or automatically exclude a person from serving. It is the responsibility of the committee member to communicate the potential conflict to the committee chair. It is the responsibility of the committee chair to communicate their own potential conflicts of interest to the Senior Associate Dean for Education. Conflicts of interest may include, but are not necessarily limited to:

- A close relationship with a student, such as, but not solely, a familial relationship
- A current or former patient who is a student
- A close relationship, including a familial relationship, with another committee member
- A personal, professional, or business relationship with a student or student's family
- Association with a curricular event that is involved in an appeal to the Academic Standing Committee
- Cases where a conflict of interest, or potential conflict of interest, has been previously identified

If a committee member believes that there may be a conflict of interest or the appearance of a conflict of interest for reasons other than those defined above, the committee member should err on the side of disclosure.

When there is a potential conflict of interest as defined above, the faculty member will discuss this with the chair of the committee to determine if recusal is warranted. The chair of the committee will then determine if a true conflict exists. If a potential conflict of interest exists for the chair of the committee, the chair will communicate this to the Senior Associate Dean for Education, who will determine if recusal is warranted. In cases where recusal of the committee chair is warranted, the Senior Associate Dean for Education will serve as committee chair or delegate another committee member to temporarily perform the responsibilities of the chair. Committee minutes should reflect recusals as appropriate.

II. REQUIREMENTS FOR PROMOTION AND GRADUATION

- A. Candidates for the degree of Doctor of Medicine must exhibit the requisite attitudes, skills, knowledge, and professional behavior to complete the prescribed course of study, and they must

meet "The Essential Functions for Admission and Matriculation" cited in the catalog of Rutgers Robert Wood Johnson Medical School. In addition, a candidate must possess personal qualifications and attributes deemed necessary to perform the duties of a medical professional. Specifically, all candidates are expected to exhibit unimpaired judgment and behavior consistent with the responsibilities of a medical professional. Thus, in addition to the usual academic evaluations for each course, the student evaluation will take into consideration the following:

- Professional demeanor
- Professional conduct
- Concern for the welfare and dignity of patients
- Responsibility to duty
- Trustworthiness
- Honesty
- Ethical conduct
- Aberrant behavior
- General or specific conduct meriting concern

- B. Progression through the pre-clerkship years is dependent upon successfully completing the standard or decelerated pre-clerkship curriculum. Entrance into the clerkship curriculum requires successful completion of the pre-clerkship curriculum. Students may enroll in a Sub-internship or Critical Care selective in the first 12 months of their clinical years as long as they have met the pre-requisites for the course. Students must have taken the USMLE Step 1 Exam within 12 months of completing the pre-clerkship curriculum and prior to starting any clerkship, rotation, or elective for credit. Students who fail to satisfy these requirements may not be permitted to proceed to the next curricular phase.
- C. Students for whom greater than 2.5 years have elapsed since the completion of the pre-clerkship Physicianship course must satisfy the following requirements prior to entry into the clerkship phase:
1. Students must take a three week (minimum) "practice clerkship" in Medicine, Family Medicine, or Pediatrics at least 50% of which shall be in an inpatient setting, immediately prior to entry into the clerkship phase curriculum. The activities of the "practice clerkship" will conform to a standard clerkship except that no written exam will be given, no credit will be given, and no grade will be entered on the transcript. The student will, however, be given evaluative feedback. This requirement may be waived for students by a dean of Student Affairs in consultation with the PhD Program in cases where the M.D./Ph.D. student has had regular clinical experiences during the Ph.D. phase.
 2. Students must take Simulation-Procedures and Introduction to the Clerkship Experience

(SPICE) prior to taking the first clerkship or elective for credit, unless otherwise approved by a dean of Student Affairs (for elective credit or clerkship audits only).

3. For M.D./Ph.D. students, all work for the Ph.D. (including thesis defense and revisions) must be completed prior to starting the "practice clerkship," if a "practice clerkship" is required, or the first clerkship for credit, if the "practice clerkship" has been waived (see #1 above).

D. All students must pass the Summative Objective Structured Clinical Exam (OSCE).

E. Successful completion of sixteen weeks of electives are required for graduation. Under special circumstances and at the discretion of the Academic Standing Committee, up to four weeks of electives may be waived.

1. Students who are in the M.D./Ph.D. program and have completed all course and research requirements for the Ph.D. (as certified by a transcript that shows conferral of the Ph.D.) will be allowed to substitute the Ph.D. training for up to 16 weeks of electives.
2. Students who are in the M.D./M.P.H. program or the M.D./M.B.A. program and have completed all requirements for the M.P.H. or M.B.A. (as certified by a transcript that shows conferral of the M.P.H. or M.B.A.) will be allowed to substitute the M.P.H. or M.B.A. training for up to 12 weeks of elective credit as approved by a Dean of Student Affairs.
3. Students who are in the M.D./M.S.C.T.S. program and have completed all requirements for the M.S.C.T.S. (as certified by a transcript that shows conferral of the M.S.C.T.S.) will be allowed to substitute the M.S.C.T.S. training for up to 12 weeks of elective credit as approved by a Dean of Student Affairs.
4. Students engaged in Student Scholar Activity (approved by a Dean of Student Affairs) after completion of the pre-clerkship curriculum may receive up to 8 weeks of elective credit. In order to receive credit, students must submit an approved Individually Designed Elective form to the Office of the Registrar prior to beginning this activity.
5. Students who complete masters or doctoral programs at other universities while enrolled at Rutgers Robert Wood Johnson Medical School may receive up to 12 weeks of elective credit for work done toward a master's degree and 16 weeks of elective credit for work done toward a doctoral degree with approval of a Dean of Student Affairs. These credits will be awarded for the graduate training as determined by a Dean of Student Affairs.

F. All students must successfully complete the full clinical curricula and pass the United States Medical Licensing Exam Step 2 Clinical Knowledge prior to being awarded the M.D. degree.

G. In certain cases, the M.D. degree may be awarded after university commencement once the student successfully completes all requirements.

III. LIMITS ON LENGTH OF THE ACADEMIC PROGRAM

- A. Unless otherwise approved by the Academic Standing Committee, the maximum allowable time limits for components of the overall academic program are as follows:
 - 1. Pre-clerkship Curriculum: 3 years
 - 2. Clerkship Curriculum: 3 years
 - 3. Pre-clerkship plus Clerkship Curriculum: 6 years
 - 4. Leaves of absence: total accumulated leaves of absence (medical and/or non-medical, whether granted or assigned administratively) may not exceed 2 years
 - 5. Pursuit of Ph.D.: 4 years
 - 6. Pursuit of other approved academic programs (e.g., J.D., M.B.A., M.P.H., M.S.C.T.S., Student Scholar) or research activities: 3 years (unless extended for one additional year by approval of a Dean of Student Affairs)
- B. The overall maximum allowable time from matriculation to completion of requirements for the M.D. degree is 10 consecutive calendar years.

IV. GRADING

As used in these *Academic Rules and Regulations*, pre-clerkship curriculum is defined as courses of the first 18 months of the curriculum. Clerkship curriculum is defined as courses of Medicine, Surgery, Pediatrics, OB/Gyn, Family Medicine, Psychiatry, Neurology, Emergency Medicine; a Sub-Internship; Critical Care Selectives; Boot Camp Selectives; and any electives taken for credit after completion of the pre-clerkship curriculum.

- A. Grading System:
 - 1. Pre-clerkship Curriculum

Pass	P
Conditional Pass	CP
Fail	F
Audit	AUD
Withdrawal	W
Withdrawal (in Academic Difficulty)	WF
Not for Credit	NC
 - 2. Clerkship Curriculum

Honors	4
High Pass	3
Pass	2
Conditional Pass	1
Fail	0
COVID Pass	CVP

COVID Fail	CVF
COVID Conditional Pass	CCP
Audit	AUD
Withdrawal	W
Withdrawal (in Academic Difficulty)	WF
Advanced Standing	ADV
Not for Credit	NC

For the 2020-2021 AY, all core requirements were graded on a COVID Pass/COVID Fail basis. In addition, any M3 clerkships completed by anticipated Class of 2022 students during the 2021-2022 AY were graded on a COVID Pass/COVID Fail basis.

All one and two-week courses are graded on a Pass/Fail basis.

All electives of longer than two weeks are graded on a 5-point scale (Honors, High Pass, Pass, Conditional Pass, Fail).

These are the only grades submitted to the Registrar's Office. In addition, departments may submit a written appraisal of each student at the end of each course.

B. Withdrawals: (see also section VIII.D)

Withdrawal from a course in progress is indicated on the transcript by W when a student is in satisfactory academic standing in that course and by WF when a student is in academic difficulty in that course.

C. Incompletes:

"Incomplete" is not a grade, but a notation that a grade cannot be determined because portions of a course/clerkship have not yet been administered, an initial course exam or clerkship shelf exam must be repeated, or extenuating circumstances (e.g., illness, death in family, etc.) have prevented the student from completing all or part of the course/clerkship. Extenuating circumstances must be validated by a Dean of Student Affairs before the course/clerkship director may grant an "Incomplete." This notation is not to be used to denote unsatisfactory performance.

The scheduling of any make up or retest requirements associated with an Incomplete must be approved by the Office for Student Affairs. A notation of "Incomplete" will be replaced by a grade when a student has completed all course/clerkship requirements as approved by the course, clerkship, selective, or elective director. Any missing pre-clerkship course requirements must be completed no later than 12 months after the "Incomplete" approval was granted, except as approved by a Dean of Student Affairs. Students in the pre-clerkship curriculum may have no more than one Incomplete on their record at any given time. For students entering the clerkship curriculum, any Incomplete must be satisfied prior to one week before the start of the student's first clerkship. Any notations of "Incomplete" remaining beyond these time limits will be converted to a grade of Fail. Incompletes in the clerkship curriculum that are due to a failed initial shelf exam or the presence of outstanding requirements after the relevant clerkship block has

ended must be completed by no later than 15 months after the Incomplete was granted or by graduation, whichever date is earlier, except as approved by a Dean of Student Affairs. Any notations of "Incomplete" remaining at that time will be converted to a grade of Fail. Limitations on the number of Incompletes and academic progress in the clerkship curriculum are outlined in Section VIII.H.

D. Auditing Classes:

A student may elect to audit a course upon approval of a Dean of Student Affairs. The name of an auditing student appears on the class roster provided by the Registrar. Audited courses will appear in the student's official record. There will be no credit recorded for the audited course.

E. Extramural Courses:

Courses taken outside the institution prior to matriculation at Rutgers Robert Wood Johnson Medical School may be approved for credit by the individual department. Extramural courses taken by Rutgers Robert Wood Johnson Medical School students following their matriculation at Rutgers Robert Wood Johnson Medical School will be accepted for credit only under one of the two following circumstances:

1. The extramural course has been approved for remediating a course failure.
2. The extramural course is an approved elective.

V. PROCEDURES FOR APPEALS OF NON-PASSING GRADES

For non-passing grades and remediation program appeals to the committee, the ASC chair will convene an ad hoc committee of at least 3 members of the ASC committee who: a. are not involved in the student's previous appeals, b. do not have appointments in the department in which the course, clerkship, selective, or elective resides, and c. have no association with the academic year of the course, clerkship, selective, or elective.

VI. PROCEDURES FOR REMEDIATION IN THE PRE-CLERKSHIP CURRICULUM AND THE SUMMER CUMULATIVE EXAM (SCE)

- A. A grade of Conditional Pass (CP) or Fail (F) will require remediation.
- B. Remediation after a grade of Fail or Conditional Pass may be given at the discretion of the block, course, or SCE director involved, except as restricted by the Academic Rules and Regulations. Regulations concerning remediation will be issued in writing by the block or course director at the start of the relevant course or block, or by the SCE director at the time of the initial SCE exam. If remediation is offered, the specifics of that remediation will be determined by the relevant course, block, or SCE director. After a program of remediation is completed, a student's grade must be recorded as either Pass or Fail.

- C. Based on a student's performance, a block, course, or SCE director may decide that the student will not be permitted to complete remediation, but must repeat the entire block, course or SCE at Rutgers Robert Wood Johnson Medical School during a subsequent year. When remediation is not offered, a course or block grade of CP will be converted to a grade of Fail by the block or course director and a course, block, or SCE grade of Fail will remain a Fail.
- D. Based on a student's performance, the student may choose not to complete a remediation program. If a student chooses not to complete an offered program of remediation, a grade of CP will be converted to a grade of Fail and a grade of Fail will remain a Fail; in both cases, the student must repeat the entire block, course, or SCE at Rutgers Robert Wood Johnson Medical School during a subsequent year.
- E. The schedule for remediations for pre-clerkship students will be approved by the Office of Student Affairs in consultation with the appropriate block, course, or SCE director to ensure coordination of remediation and associated re-examination procedures.
- F. All examinations are to be given on the premises of the Rutgers Robert Wood Johnson Medical School, unless otherwise approved by a dean of student affairs and the relevant course, block, or exam director.
- G. A student will not be permitted to take the SCE exam more than three times.
- H. Any student who scores <65 on more than three sectional and/or final exams in any course (including the first Physicianship I exam), regardless of the outcome of retake exams, will be required to decelerate their curriculum. The modified curriculum will be determined by the Pre-clerkship Course Directors in consultation with the offices of Cognitive Skills and Student Affairs.
- I. Any student for whom remediation is required in more than two courses will not be permitted to undergo any program of remediation and will be required to repeat the courses in their entirety.
- J. Students receiving multiple non-passing grades in the pre-clerkship phase may, after review by the Academic Standing Committee, be required to repeat some or all of the appropriate courses, whether passed previously or not.
- K. Only one remediation is permitted in each course. Petitions for exceptions must be supported by both the student and the block or course director, and the petitions will require specific approval of the Academic Standing Committee.
- L. If a failed course or block is no longer offered at Rutgers Robert Wood Johnson Medical School, the

Academic Standing Committee shall determine which courses or blocks must be taken in the subsequent academic year to satisfy the requirements of the curriculum. Failure of any such course or block will be considered as a failure of the same course for a second time and the student may be subject to dismissal.

- M. Students failing a course taken at the Rutgers Robert Wood Johnson Medical School for the second time will not be allowed remediation and will be subject to dismissal. This rule applies also to those students who did not complete remediation after the first failure.

VII. PROCEDURES FOR REMEDIATION IN THE CLERKSHIP CURRICULUM

Remediation of grades of Pass or higher is not permitted.

A. REQUIRED COURSES

1. A grade of Conditional Pass will require remediation. The specifics of the remediation will be determined by the relevant course/rotation director. Remediation may include clinical duties, an examination, both clinical duties and an exam, or other specific remedial programs. The duration of such remediation may not exceed 75% of the length of the course or rotation; students whose clinical deficiencies require a longer remedial period will be given a grade of Fail. Upon completion of the required remediation, a student's final grade must be recorded as either Pass or Fail.
2. After a grade of Fail has been filed with the Registrar, the student must repeat the clerkship in its entirety except as restricted by the *Academic Rules and Regulations*.
3. Remediation of a course/rotation will be scheduled at a time approved by the course/rotation director and a Dean of Student Affairs. Remediation of any element of the clerkship curriculum must be completed no later than 15 months after the initial CP or Fail was received or by graduation, whichever is earlier, except as approved by a Dean of Student Affairs. Remediation of a core clerkship must be completed prior to engaging in a sub-internship in the same specialty. Remediation of the Internal Medicine and Surgery Clerkships must be completed prior to engaging in the Critical Care Selectives. Remediation of the Pediatrics Clerkship must also be completed prior to engaging in the Pediatric Critical Care Selective. Exceptions to the above require permission of a Dean of Student Affairs in consultation with the relevant clerkship or selective director.
4. All re-examinations are to be given on the premises of the Rutgers Robert Wood Johnson Medical School, unless otherwise approved by a dean of student affairs and the relevant clerkship, elective, or selective director.
5. A student who has failed three clerkship shelf examinations on initial attempt will be required to decelerate their curriculum, regardless of the outcome of retake exams. The modified curriculum will be determined by the Clerkship Directors in consultation with the offices of Cognitive Skills and Student Affairs.

6. A student who has received multiple non-passing grades in clerkships, subinternships, and/or selectives may, after review by the Academic Standing Committee, be denied the opportunity to remediate these grades by re-examination or additional clinical experience. Such students may be required to repeat some or all of the rotations, whether passed previously or not.
7. Students who have failed a clerkship, subinternship, or selective for a second time will be subject to dismissal.

B. ELECTIVES

1. A grade of Conditional Pass will require remediation. The specifics of the remediation will be determined by the relevant elective director. Remediation may include clinical duties, an examination, both clinical duties and an exam, or other specific remedial programs. The duration of such remediation may not exceed 75% of the duration of the elective taken; students whose clinical deficiencies require a longer remedial period should be given a grade of Fail. Upon completion of the required remediation, a student's final grade must be changed to either Pass or Fail.
2. A grade of Fail requires remediation. Remedial work, ordinarily, will be done in the same division as that of the failed course, but may be done in a different division if approved by the student's advisor, chair of the department in question, and a Dean of Student Affairs.
3. Remediation must be scheduled as soon as possible, at a time mutually agreed upon by the elective director, the Office of Student Affairs, and the student. Students must remediate all failures before graduation.
4. Grades of Conditional Pass and Fail on away electives will require remediation. Remedial work, ordinarily, will be done in the same division as that of the failed course, but may be done in a different division if approved by the student's advisor, chair of the department in question, and a Dean of Student Affairs.

VIII. PROCEDURES REGARDING STUDENTS IN ACADEMIC DIFFICULTY AND OTHER MATTERS OF ACADEMIC STANDING

A. Academic Difficulty:

For the purposes of the *Academic Rules and Regulations*, academic difficulty is defined as having an un-remediated course failure, being in clear danger of failing a block or course (as certified by the block or course director), scoring <65 on more than three initial sectional and/or final exams (including the Physicianship I exam) in the pre-clerkship curriculum or failing three clerkship shelf examinations on initial attempt, regardless of the outcome of retakes, or receiving a grade less than Pass while on Academic Warning.

B. Transcript entries after remediation:

1. If a student is taking a block or course for the first time, a grade of Fail or Conditional Pass may be changed to Pass by the block or course director upon satisfactory completion of a re-

examination or of limited course work. Only students who receive a grade of Fail or Conditional Pass may be permitted to improve their grades. The original and the improved grade will both appear on the transcript.

2. When a student has failed a block or course and is permitted to satisfy the requirement by repeating a block or course, an additional transcript entry will be reported without alteration of the original grade.
- C. A notation of "Incomplete" will be replaced by a grade by finishing or making up the missing material and/or taking the necessary exam(s) as scheduled or as approved by the block, clerkship or elective director. For pre-clerkship courses/blocks, any missing course requirements must be completed no later than 12 months after the "Incomplete" approval was granted, except as approved by a Dean of Student Affairs. Students in the pre-clerkship curriculum may have no more than one Incomplete on their record at any given time. For students entering the clerkship curriculum, Incompletes must be satisfied prior to one week before the start of the student's first clerkship. Incompletes in any element of the clerkship curriculum that are due to a failed initial shelf exam or the presence of outstanding requirements after the relevant clerkship block has ended must be completed by no later than 15 months after the Incomplete was granted or by graduation, whichever date is earlier, except as approved by a Dean of Student Affairs. Any notations of "Incomplete" remaining beyond the time limits set forth above will be converted to a grade of Fail. Limitations on the number of Incompletes and academic progress in the clerkship curriculum are outlined in Section H below.
- D. Policy on Withdrawal from Blocks, Courses, Clerkships, Selectives, or Electives:
1. Withdrawal will be recorded in one of two ways:
 - a. Withdrawal when a student is not in academic difficulty in that block, course, clerkship, selective, or elective will be indicated as W.
 - b. Withdrawal from a block, course, clerkship, selective, or elective in which a student is currently in academic difficulty will be indicated on the transcript as WF.
 2. Before receiving permission to withdraw from a block, course, clerkship, selective, or elective, the academic status of the student will be reviewed by a Dean of Student Affairs in consultation with the block, course, clerkship, selective, or elective director. Permission to withdraw must be approved by both a Dean of Student Affairs and the Chair of the Academic Standing Committee. In the event of a disagreement, an ad hoc committee of at least three members of the Academic Standing Committee plus the Chair may be convened to resolve the matter.
 3. Limitations on Withdrawal:
 - a. Students whose academic performance as determined by the block, course, clerkship, selective, or elective director is sufficiently poor as to preclude passing the curricular element will not be permitted to withdraw.
 - b. A student will be permitted to withdraw only once from any given block, course, clerkship, selective, or elective.

- c. A student who has previously failed a block, course, clerkship, selective, or elective will not be permitted to withdraw in academic difficulty when repeating that curricular element.
4. A student who has withdrawn from a block, course, clerkship, selective, or elective may not substitute a summer remedial course in place of completing that curricular element at Rutgers Robert Wood Johnson Medical School.
5. A student who withdraws from a block, course, clerkship, selective, or elective when in academic difficulty, and fails it the next time it is taken, is entitled to the usual remediation procedures. If remediation is unsuccessful, the student will be subject to dismissal.

E. Professionalism and Behavior:

1. When problems are noted in a student's behavior indicating that the student lacks the personal qualifications and attributes deemed necessary to perform the duties of a medical professional as referred to in Section II, action will be initiated by the Assistant Dean of the Learning Environment. Such action may include referral to the Academic Standing Committee.
2. The Academic Standing Committee will review the academic record of any student for whom two or more Professionalism Conduct Forms have been submitted. Such review may result in placement on Academic Warning or Academic Suspension, or consideration for dismissal.
3. If a student's record is being reviewed for reasons other than professionalism and behavior, any endorsed professionalism form for the student may be part of that review.

F. The Academic Standing Committee will review the academic record of any student who has received within one academic year (irrespective of re-examination or other remediation):

1. One or more initial grades of Fail, regardless of the outcome of retake exams, in any pre-clerkship sectional exam or final exam.
2. Two or more grades of WF in pre-clerkship blocks or courses.
3. One or more initial grades of CP/CCP, Fail/CVF and/or WF in a clinical course.
4. One or more clerkship shelf examination failures on initial attempt, regardless of the outcome of retake exams.
5. Failure of the Summer Cumulative Exam.
6. Failure of the Summative Objective Structured Clinical Examination.

G. A student will be required to decelerate their curriculum if they:

1. Score <65 on more than three initial sectional and/or final exams in the pre-clerkship curriculum (including the Physicianship I exam), regardless of the outcome of retake exams, or
2. Fail three clerkship shelf examinations on initial attempt, regardless of the outcome of retake exams.

The modified curriculum will be determined by the Pre-clerkship Course Directors or Clerkship Directors in consultation with the offices of Cognitive Skills and Student Affairs.

H. A student who has any combination of three or more of the items below will not be permitted to

enroll in any new curricular activity until the student has successfully satisfied at least two of the three items:

1. Conditional Pass grades
 2. Incomplete notations that are due to failure of an initial shelf exam or the presence of outstanding requirements after the relevant clerkship block has ended.
- I. Students on reduced academic loads or in a mandated decelerated curriculum must receive final course and clerkship grades of Pass or better. Therefore, for students on reduced schedules, any grade of CP, F or WF will serve as grounds for review, and may result in placement on Academic Warning and/or consideration for dismissal by the Academic Standing Committee.
- J. Any student repeating a previously failed block/course/clerkship/selective/elective or repeating such a curricular element to fulfill a requirement of the Academic Standing Committee or the Dean, must achieve a grade of Pass or better; failure to do so may result in placement on Academic Warning or Academic Suspension, and/or consideration for dismissal.
- K. Limitations on number of failing grades for students taking a full academic load:
Consideration for dismissal from the medical school will result under the following conditions (For purposes of calculation, grades of WF and initial grades of CP/CCP are equivalent to one another and equal to one-half of an initial grade of Fail/CVF. In addition, a CP/CCP which converts to a Fail/CVF is equivalent to an initial grade of Fail/CVF):
1. Two or more initial grades of Fail, three or more initial grades of CP, or one initial grade of Fail and one initial grade of CP are received (irrespective of remediation) in blocks of the pre-clerkship curriculum.
 2. Failure of the Summer Cumulative Exam three times.
 3. Two initial grades of Fail/COVID Fail, one initial grade of Fail/COVID Fail and one initial grade of CP/CCP, or three or more initial grades of CP/CCP are received (irrespective of remediation) in the clinical curriculum.
- L. Review of students who have a change in status or adverse action while in a dual degree program: Any student who has a change in status or an adverse action while in a dual degree program will be reviewed by the Academic Standing Committee. Such review may result in placement on Academic Warning or Academic Suspension, or consideration for dismissal.

IX. APPEARANCE BEFORE ACADEMIC STANDING COMMITTEE

- A. A student may request to appear in person before the Academic Standing Committee to discuss matters of their academic standing that are within the jurisdiction of the committee. Such requests for appearances should be made in writing to a Dean of Student Affairs. Similarly, the Academic

Standing Committee can request that a student make a personal appearance before the Committee.

- B. When a student appears before the Academic Standing Committee, they may be accompanied by a maximum of three individuals affiliated with Rutgers Robert Wood Johnson Medical School.

X. REQUIREMENTS OF UNITED STATES MEDICAL LICENSING EXAM (USMLE)

- A. Students must take the USMLE Step 1 Exam prior to starting any clerkship, rotation, or elective for credit. Students must also take Step 1 within 12 months of completing their pre-clerkship curriculum.
- B. If the Step 1 Exam is failed, the student will be permitted to complete the rotation they are taking at the time, but they can receive credit for no additional rotation prior to passing the Step 1 Exam.
- C. Students who do not pass the USMLE Step 1 Exam on the first attempt are allowed only one additional attempt within one calendar year following the first taking to successfully pass Step 1. Students may not take the USMLE Step 1 Exam more than two times.
- D. In addition to all other requirements, all students must pass Step 2 Clinical Knowledge (CK) of the USMLE to be eligible to graduate. All students must take the Step 2 CK Exam by November 1st of the academic year of anticipated graduation, unless otherwise approved by a Dean of Student Affairs. Students who do not pass the USMLE Step 2 CK Exam on the first attempt are allowed two additional attempts within two calendar years following the first taking of the exam. Students are permitted a total of three attempts to pass the USMLE Step 2 CK Exam.
- E. Failure to adhere to any of the conditions stipulated in this section will result in a review of the student's academic record by the Academic Standing Committee.

XI. LEAVE OF ABSENCE PROCEDURES

Students who have been granted a Leave of Absence shall notify the Office for Student Affairs, in writing, of their intention to return, no later than six weeks before their intended return. A shorter notice requires approval by a Dean of Student Affairs. The maximum cumulative medical and/or personal leave is two years. If after the maximum permissible period of a leave of absence the student does not return, it will result in an administrative withdrawal of the student from the medical school. Students who are on an approved Leave of Absence may, by approval of a Dean of Student Affairs, maintain their enrollment in the medical school.

- A. Non-Medical:

1. The student must submit a letter to a Dean of Student Affairs requesting a Leave of Absence and explaining the reasons for the request.
2. Requests for a Leave of Absence by students in good academic standing will be acted upon by a Dean of Student Affairs. Appeals of the dean's decision may be made to the Academic Standing Committee.
3. Requests for a Leave of Absence by students in academic difficulty will be forwarded by a Dean of Student Affairs to the Chair of the Academic Standing Committee for consideration and action.
4. Conditions which must be met before the student is permitted to return may be attached to the Leave of Absence by either a Dean of Student Affairs or the Chair of the Academic Standing Committee.

B. Medical:

1. Requests for a Medical Leave of Absence should be made in writing to a Dean of Student Affairs and must include a letter from the student's licensed health care professional and, at the discretion of the Office for Student Affairs, a health care professional designated by the school documenting the need for a medical leave.
2. Upon return from a Medical Leave of Absence, a letter from the student's licensed health care professional and, at the discretion of the Office for Student Affairs, a health care professional designated by the medical school certifying readiness of the student to return to school is required six weeks prior to the intended return.
3. If after the maximum permissible period of a leave of absence the student is not found fit to return, it will result in an administrative withdrawal of the student from the medical school.

XII. ACADEMIC WARNING

Academic Warning is a condition that reflects the concern of the Academic Standing Committee about the academic performance of a student. A student on Academic Warning will remain enrolled in medical school and will be permitted to register for blocks, courses, clerkships, selectives, and electives. A student on Academic Warning will be notified by the Academic Standing Committee that they have been judged by that committee to be encountering academic problems. If such difficulty persists, the student may be considered for dismissal as set forth in XIV.A.4. The duration and conditions for removal from Academic Warning must be stipulated in writing by the Academic Standing Committee.

XIII. ACADEMIC SUSPENSION

Upon consideration of a student for dismissal, the Academic Standing Committee may decide to place a student on academic suspension. A student on academic suspension will not be enrolled in medical school. The duration and conditions for removal from suspension must be stipulated in writing by the Academic Standing Committee. The designation of suspension will be recorded on the transcript.

XIV. DISMISSAL

A. Reasons for Dismissal:

Reasons for dismissal include, but are not limited to, the following:

1. Failure of the same block, course, clerkship, selective, or elective taken twice at Rutgers Robert Wood Johnson Medical School. In this instance a re-exam will not be allowed.
2. Failure of Step 1 of the USMLE two times, or failure to take or pass Step 1 within the required time periods as described in Section X.
3. Failure of USMLE Step 2 CK three times, or failure to take or pass Step 2 CK within the required time period described in Section X.
4. Exceeding the limitation on number of failed blocks, courses, SCEs, clerkships, selectives, or electives as described in Sections VIII. H., J., K., L. or having other persistent academic difficulty.
5. Behavior which results in two or more Professionalism Conduct Forms.
6. Absence of the personal qualifications and attributes deemed necessary to perform the duties of a medical professional.
7. Inability to complete the academic programs within the established time limits set forth in Section III, including inability to complete the M.D. degree within ten years.
8. Failure to satisfy the conditions for removal from Academic Warning or Academic Suspension.
9. Deliberate falsification of admissions information or other official records.
10. Inability to complete the curriculum.
11. Adverse action while in a dual degree program.

B. Procedures for Dismissal:

1. The student is provided at least two weeks' notice of a scheduled dismissal hearing and is given an opportunity to appear before the Academic Standing Committee to discuss the reason(s) for dismissal.
2. The Academic Standing Committee makes a decision for or against dismissal after consideration of all presented materials.
3. If the decision is made to dismiss a student, a letter is forwarded to the Dean of Rutgers Robert Wood Johnson Medical School and to the student. The effective date of dismissal is two weeks after the date of this letter, unless an appeal to the Dean is pending.
4. A student may appeal the decision of the Academic Standing Committee to the Dean. Students wishing to appeal must contact the Dean's Office in writing, with a student affairs dean copied, within two weeks of the date of the committee's letter notifying the student of the committee's decision to dismiss the student.
5. The Dean's decision regarding appeals is final.

XV. SATISFACTORY ACADEMIC PROGRESS (SAP)

A. PURPOSE

To establish rules and regulations governing satisfactory academic progress for Rutgers Robert Wood Johnson Medical School students. Sound academic principles require that students maintain satisfactory academic progress. In addition, federal regulations require the school to establish standards for students who are awarded federal financial aid that are at least as strict as the standards that apply to students who have not received federal assistance. In addition, the policy provides consistent application of standards to all students.

B. ACCOUNTABILITY

Under the direction of the Dean, the Office of Student Affairs, the Registrar, and the Financial Aid Office shall implement and ensure compliance with this policy.

C. APPLICABILITY

This policy shall apply to all matriculating students whether they are aid recipients or not. The Office of Student Affairs shall review each student's progress each July for M1, M2 and M3 students.

D. STANDARDS

Standards for SAP are established by the Academic Standing Committee based upon the Academic Rules and Regulations. Occasionally, revisions are made to the Academic Rules and Regulations and these revised rules supersede all others and are applicable to all classes immediately.

1. Qualitative Standard:

Students are required to earn a grade of Pass in pre-clerkship blocks. A grade of Pass, High Pass, or Honors in clinical courses is required for successful completion of a course.

Grading System:

Pre-Clerkship Curriculum

Pass	P
Conditional Pass	CP
Fail	F
Audit	AUD
Withdrawal	W
Withdrawal (in Academic Difficulty)	WF
Not for Credit	NC

Clerkship Curriculum

Honors	4
High Pass	3
Pass	2
Conditional Pass	1
Fail	0

COVID Pass	CVP
COVID Fail	CVF
COVID Conditional Pass	CCP
Audit	AUD
Withdrawal	W
Withdrawal (in Academic Difficulty)	WF
Advanced Standing	ADV
Not for Credit	NC

For purposes of calculation, grades of WF and initial grades of CP/CCP are equivalent to one another and equal to one-half of an initial grade of Fail/COVID Fail. In addition, a CP/CCP which converts to a Fail/COVID Fail is equivalent to an initial grade of Fail/COVID Fail.

Students will be considered to not be making SAP if any of the following circumstances apply and all non-passing grades have not been successfully remediated at the time of SAP review:

- a. Student does not receive a grade of Pass or better on a reduced academic load.
- b. When repeating a previously failed block or course or repeating a block or course to fulfill a requirement of the Academic Standing Committee or the Dean, student did not receive a grade of Pass or better.
- c. Two or more initial grades of Fail, three or more initial grades of CP, or one initial grade of Fail and one initial grade of CP are received (irrespective of remediation) in blocks of the pre-clerkship curriculum.
- d. Failure of the Summer Cumulative Exam three times.
- e. Student receives two initial grades of Fail, one initial grade of Fail and one initial grade of CP, or three or more initial grades of CP in the clerkship curriculum.
- f. Student does not pass the USMLE Step 1 on the first attempt and is unable to successfully pass the exam on one additional attempt within one calendar year following the first taking of the exam.
- g. Student does not pass the Step 2 CK exam within three attempts.

A student who has not passed Step 2 CK by the expected graduation date, but has completed all other graduation requirements, will not be enrolled full time and will not be eligible for financial aid.

2. Quantitative Standard:

The overall maximum allowable time from matriculation to completion of requirements for the M.D. degree is 10 consecutive calendar years. Students who have exceeded the maximum allowable time limits (noted below) for components of the overall academic program, unless otherwise approved by the Academic Standing Committee, will be considered to have not made satisfactory academic progress.

The maximum allowable time limits are:

- a. Pre-clerkship curriculum: 3 years
- b. Clerkship curriculum: 3 years
- c. Pre-clerkship plus clerkship curriculum: 6 years
- d. Leaves of absence: total accumulated leaves of absence (medical and/or non-medical, whether granted or assigned administratively) may not exceed 2 years
- e. Pursuit of Ph.D.: 4 years
- f. Pursuit of other approved academic programs (e.g., J.D., M.B.A., M.P.H., M.S.C.T.S., Student Scholar) or research activities: 3 years (unless extended for one additional year by approval of a Dean of Student Affairs).

If a student who is enrolled as a Student Scholar receives any graduation credit (maximum of 8 weeks), that period of time will be included in the maximum allowable time period.

Periods of Independent Study for the USMLE may be approved by a Dean of Student Affairs for incremental periods of up to 3 months. If a student remains on Independent Study for more than one year, the student will not be making SAP.

E. NOTIFICATION OF LACK OF SAP

Students whose records have been reviewed and who are not meeting one of the quantitative or qualitative standards are not making SAP. A letter is sent to the student in writing by a Dean of Student Affairs explaining the SAP status and what needs to be accomplished to regain SAP status. The notification for annual reviews must also include an explanation of the appeal process. Students who are deemed to be not making SAP are not eligible for financial aid funding.

F. APPEAL

The purpose of an appeal is to reinstate eligibility of Title IV aid. Students can appeal to the Academic Standing Committee by submitting a written request to appeal to a Dean of Student Affairs. A student can request to appear in person before the Academic Standing Committee to discuss matters that led to their non-SAP status.

If extenuating circumstances affected a student's ability to make SAP, such student may appeal to the Academic Standing Committee for financial reinstatement. If the Academic Standing Committee approves an appeal, the student will be placed on Financial Aid Probation for one term (equivalent to one semester). If the time needed to achieve SAP will be longer than one term (semester), the student will be provided an Academic Plan endorsed by the Academic Standing Committee.

1. Financial Aid Probation-

When an appeal is approved by the Academic Standing Committee the student will be placed on Financial Aid Probation, which will make the student eligible to receive Title IV funding for one payment period, equivalent to one term.

2. Academic Plan-

An Academic Plan will be provided to students who will require more than one payment period to regain SAP due to circumstances out of their control (i.e., courses not offered at the next payment period). An academic plan will be developed by the Deans of Student Affairs and the Registrar and will be endorsed by the Academic Standing Committee.

When a student appears before the Academic Standing Committee, they may be accompanied by a maximum of three individuals affiliated with Rutgers Robert Wood Johnson Medical School.

G. DOCUMENTATION

Documentation of decisions and data regarding SAP, financial aid warning or probation, and appeals shall be maintained in the Office of the Registrar and provided to the affected student and the Rutgers Office of Financial Aid.

H. DISMISSAL AND WITHDRAWAL

Students who are dismissed or withdrawn from the school are not deemed to be making SAP and are not eligible to receive financial aid.

I. DISSEMINATION

The policy on SAP will be disseminated to all newly matriculated students. All students will be notified yearly of the SAP policy which will be published yearly in the Student Handbook and on the Academic Rules and Regulations webpage.

Last Updated 7/13/2023

ROBERT WOOD

JOHNSON

MEDICAL

SCHOOL

POLICIES

RWJMS Technical Standards for Admission and Matriculation

Last updated 4/24

Please also refer to full Student Technical Standards policy.

Our goal at Rutgers Robert Wood Johnson Medical School is to recruit and train medical students who will become the future healthcare leaders of New Jersey, the nation, and the world. We are committed to the following We C.A.R.E. principles.

We:

- **Contextualize** our curriculum in time (both historical and contemporary), space (our geography, community, and environment), and population (demography and epidemiology).
- **Affirm** by creating a learning environment that is supportive, values learners, and prioritizes patients.
- **Representation** with diversity and inclusion across faculty, students, and teaching materials.
- **Empathy** and compassion for our faculty, staff, learners, patients, families, and communities.

Graduates of our M.D. program are physicians prepared for entry into the practice of medicine within a postgraduate training program. They possess the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. The following technical standards represent guidelines of the nonacademic skills necessary to provide safe and effective patient care as a medical student in our program.

Please read carefully the below Technical Standards for Admission and Matriculation for Rutgers Robert Wood Johnson Medical School.

You will be asked to confirm whether, based upon these Technical Standards for Admission and Matriculation, you can complete the Rutgers Robert Wood Johnson Medical School curriculum, with or without reasonable accommodations. To matriculate (enroll) the student must meet technical standards with or without reasonable accommodations and maintain related satisfactory demonstration of these standards for progression through the program

We actively partner with Disability services to provide accommodations for disabled students/students with documented disabilities. Please do not hesitate to seek out further assistance by contacting the Office of Disability Services at: 973 972 5396 or odsrbhs@ca.rutgers.edu

The Office of Disability Service Website can be found at: go.rutgers.edu/ODSRBHS

Technical Standards

I. **Observation:**

Students must be able to acquire information through demonstrations, experiments, and laboratory

exercises in the basic sciences. They must be able to observe a patient accurately at a distance and close at hand and evaluate findings accurately.

II. Communication:

Students must be able to effectively communicate with patients and colleagues to elicit information and record clinical findings, detect changes in mood or activity, and to establish a therapeutic relationship. Students must be able to communicate in writing with or without accommodations.

III. Motor:

Students must be able to perform a physical examination and diagnostic maneuvers. They should be able to provide general care and emergency treatment for patients in the inpatient and outpatient settings. They must adhere to universal precautions and meet safety standards appropriate for direct patient care. These activities require gross and fine motor skills, balance, coordination, and functional use of the senses of touch and vision, or the functional equivalent.

IV. Intellectual-Conceptual, Integrative and Quantitative Abilities

Students must be able to measure, calculate, reason, analyze and synthesize data related to patient diagnosis and treatment of patients. Students must be able to assimilate detailed and complex information presented in both didactic and clinical coursework and educational experiences. They must also be able to engage in problem-solving. In addition, students must be able to comprehend three dimensional relationships and to understand and be able to work within the spatial relationships of structures, with or without accommodations.

V. Behavioral and Social Attributes

Students must possess the emotional stability 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, non-judgmental, non-prejudiced and effective relationships with patients. Students must be able to tolerate physically taxing workloads, with or without accommodations, to work within a team and to learn to function in the face of uncertainties inherent in the clinical problems of many patients.

VI. Professionalism

Honesty, compassion, integrity, engaging in life-long learning, and concern for others are all personal qualities that are essential in medical students and physicians. Throughout the clinical curriculum, students must be able to consistently perform a complete history and physical examination on any patient, regardless of the patient's race, religion, ethnicity, socioeconomic status, gender, age, sexual orientation, disability status, or any other distinguishing characteristic or trait.

The University will, if requested, provide reasonable accommodations to otherwise qualified enrolled students and applicants 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 and the direct threat 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.

If you have any questions concerning reasonable accommodations, please contact the **RBHS Office of Disability Services (ODS)** at 973-972-5396 or odsrbhs@rbhs.rutgers.edu. You will also find information about ODS at <https://oasa.rbhs.rutgers.edu/office-of-disability-services>

If a student's ability to meet the program's technical standards, with or without accommodations, comes into question, a review will be conducted to determine the student's fitness to continue in the program. The review will be initiated by the Student Affairs Office and the case will be referred to an ad-hoc Technical Standards Advisory Committee (TSAC). This review may include an independent evaluation and/or testing by a health care provider designated by the School. In circumstances where the health care provider determines that a student may not be able to meet the technical standards with or without reasonable accommodations**, it is the responsibility of the ad-hoc Technical Standards Advisory Committee to consider that determination and work with the student's school to decide on next steps, including possible change of program, leave of absence, suspension or dismissal, as appropriate to the case.

**The student has the right to request a second evaluation from a provider of their own choice, at their own expense, and must sign a release allowing School officials full access to the information, including contact with the selected provider.

I have read and understand this statement of Technical Standards, which all students must satisfy, with or without reasonable accommodations, for the course of study for which I am currently enrolled.

Please print name: _____

Signature _____ Date: _____

Policies and Procedures for Seeking Accommodations for a Disability

It is the policy of the Robert Wood Johnson Medical School that no otherwise qualified person will be excluded from participation solely by reason of their disability. The faculty of the medical school has established certain technical standards for admission and matriculation that must be met by applicants and students with or without accommodations. When a person's disability does not allow participation in all aspects of the standard educational program, accommodations will be considered on a case-by-case basis.

To request accommodations, an accepted student or matriculated student must contact the Rutgers Health Office of Disability Services (ODS) at 973-972-5392 or odsrbhs@rbhs.rutgers.edu. Additional information

about this process can be found at <https://oasa.rbhs.rutgers.edu/office-of-disability-services/>. ODS will meet with the student to collect pertinent information through a student meeting and documentation review to establish a student's eligibility for accommodations. ODS may consult relevant parties when appropriate. ODS will make a determination as to whether a requested accommodation can be made to make the program accessible to the student without fundamentally altering the requirements of the course, program or curriculum. The decision is limited to the question of whether appropriate accommodations can be made that would be consistent with the requirements for the MD or MD/PhD degrees. ODS does not have the authority to make determinations about the admission, promotion, retention or dismissal of an applicant or student.

If you have been evaluated and have a documented disability:

1. Schedule an appointment with The Rutgers Health Office of Disability Services by calling (973) 972-5396. If possible, provide your documentation for review before the scheduled meeting. You may also register for services at the following link: <https://oasa.rbhs.rutgers.edu/office-of-disability-services/>
2. After an intake interview and review of your documentation, if the documentation is found to support the need for accommodations, the Rutgers Health Office of Disability Services will provide instructions for you to request your Letter of Accommodation that will be emailed to the RWJMS Office of Student Affairs for distribution. If the disability-related documentation is found to be insufficient, additional evaluation or documentation may be requested before further consideration of the requested accommodations may continue. Students who have an approved accommodation must contact each course and/or clerkship director well in advance of the course/clerkship date to determine the logistics for the accommodation. Accommodations must be renewed every academic year.

If you suspect you have a disability but have not been evaluated:

Schedule an appointment with the Rutgers Health Office of Disability Services (973-972-5396 or email odsrbhs@rbhs.rutgers.edu) to discuss the process to receive an evaluation. This evaluation is at the student's expense but can be added to the financial aid budget. A copy of the report of testing should be sent to the Office of Disability Services and they will review the report and proceed as indicated above.

Note: Documentation must be completed before accommodations can be considered. Testing accommodations during enrollment at Robert Wood Johnson Medical School do not guarantee that the National Board of Medical Examiners will grant the same or any accommodations for the USMLE.

Note for Those Who May Seek Accommodations for the USMLE Step 1 Exam

Accommodations for Step 1

If you are planning on applying for accommodations for USMLE Step 1, please plan to meet with the [Office of Disability Services](#) at the beginning of your M2 year to discuss and plan timing for applying. Typically, Step 1 accommodations are granted to those with a long history of receiving accommodations. We will work with any student interested in applying to send in the best possible application. *Sending a thorough and early application is the best approach.* For more information on requirements to apply for Step 1 accommodations, please see <https://www.usmle.org/step-exams/test-accommodations>.

Accommodation Timing

The application for accommodations is extensive and requires many forms with appropriate signatures,

medical documentation, and a personal statement. Plan to start gathering these items *in July and August of your M2 year*. There is about 3 month waiting period from when you submit your application to when you receive notification of your approved accommodations, and you will not be able to sign up for a test date until you receive a response from the NBME. Note that NBME accommodations may not match your accommodations as granted by Rutgers.

Code of Professional Conduct

I. Preamble (Adapted from AAMC, Preservation of Student Rights and Confirmation of Student Responsibilities: Recommendations and Guidelines for the Students of the Organization of Student Representatives)

A primary goal of medical school is the education of physicians who will meet the health care needs of society in a caring, competent, and professional manner. Thus, students are taught more than a series of facts and procedures, but are also socialized into the profession. A profession based on the ideals of service to others should be sensitive to the humanity of its practitioners, especially during training. Insensitivity during training runs counter to the fundamental tenets of medicine and impairs the ability of many physicians to maintain their idealism, caring, and compassion past training into their careers. This affects the quality of patient care as well as collegial relationships.

II. Statement of Purpose

This Code of Professional Conduct is designed to foster a sense of trust, responsibility, and professionalism among students, and between students and faculty. Its fundamental purposes are to ensure the integrity of the examination process, to promote ethical behavior in academic and clinical situations, and to develop a sense of responsibility to promote the integrity of the medical profession.

III. Code of Professional Conduct

- A.** The Code of Professional Conduct is an individual and collective responsibility of students and faculty of Robert Wood Johnson Medical School, who will work together to maintain honorable academic and clinical conduct.
- B.** Students, faculty, and administration must advocate for a widely disseminated and assiduously implemented policy that addresses student conduct and treatment by:
 - 1. setting forth expected standards of behavior for teachers, administrators, and students;
 - 2. clearly describing examples of inappropriate and unacceptable behavior, such as:
 - 3. physical punishment or physical threats
 - 4. sexual harassment
 - 5. discrimination based on race, religion, ethnicity, gender, sexual orientation, or physical disability
 - 6. psychological punishment of a student by a particular superior (e.g., public humiliation, threats, intimidation, removal of privileges)
 - 7. grading used to punish rather than to objectively evaluate performance

8. assigning tasks for punishment rather than educational purposes
9. requiring the performance of personal services
10. requiring the performance of tasks irrelevant to the student's education
11. taking credit for another individual's work
12. intentional neglect or lack of communication
13. delineating procedures for dealing with breaches of the standard while protecting students from possible retribution for complaints. These procedures should include:
14. clearly defined avenues for complaints
15. procedures for investigation
16. protection and maintenance of confidentiality
17. procedures for conflict resolution, including mediation
18. disciplinary measures (sanctions); and
19. outlining a mechanism for prevention and education.

C. Student Responsibilities:

As a rule, rights and responsibilities go hand in hand in all facets of life. The following has been adapted from the American College of Physicians' Ethics Manual (4th Edition, 1998) and modified towards students. A student shall be dedicated to providing competent medical service with compassion and respect for human dignity. In all instances, the student must maintain the dignity of the person, including respect for the patient's modesty and privacy.

1. NONDISCRIMINATION

It is unethical for a student to refuse to participate in the care of a person based upon race, religion, ethnicity, socioeconomic status, gender, age, or sexual preference. It is also unethical to refuse to participate in the care of patient solely because of medical risk, or perceived risk, to the student. It is not, however, unethical for the pregnant student to refuse to participate in activities that pose a significant risk to her fetus.

2. CONFIDENTIALITY

The patient's right to the confidentiality of their medical record is a fundamental tenet of medical care. The discussion of the problems or diagnoses of an identified (or potentially identifiable) patient by professional staff or medical students in public places (for example, in elevators or in cafeterias) violates patient confidentiality and is unethical. Under no circumstances can any medical record be removed from the institution, nor is photocopying of the record permitted. For presentations or rounds, students are permitted to extract information but not copy wholesale parts of the chart.

3. PROFESSIONAL Demeanor

The student should be thoughtful and professional when interacting with patients and their families. Inappropriate behavior includes the use of offensive language, gestures, or remarks with sexual overtones. Students should maintain a neat and clean appearance, and dress in attire that is generally accepted as professional by the patient population served.

Under pressure of fatigue, professional stress, or personal problems, students should strive to maintain composure. The student should seek supportive services when appropriate.

4. MISREPRESENTATION

A student should accurately represent herself or himself to patients and others on the medical team. Students should never introduce themselves as "Doctor" as this is clearly a misrepresentation of the student's position, knowledge, and authority.

5. HONESTY

Students are expected to demonstrate honesty and integrity in all aspects of their education and in their interaction with patients, staff, faculty, and colleagues. They may not cheat, plagiarize, or assist others in the commission of these acts. The student must ensure the accuracy and completeness of their part of the medical record and must make a good faith effort to provide the best possible patient care. Students must be willing to admit errors and not knowingly mislead others or promote himself or herself at the patient's expense. The student is bound to know, understand, and preserve professional ethics and has a duty to report any breach of these ethics by other students or health care providers through the appropriate channels. The student should understand the protocol of these channels.

6. CONSULTATION

Students should seek consultation and supervision whenever the care of a patient may be inadequate because of a lack of knowledge and/or experience.

7. CONFLICT OF INTERESTS

When a conflict of interests arises, the welfare of the patient must at all times be paramount. A student may challenge or refuse to comply with a directive if its implementation would be antithetical to his or her own ethical principles, when such action does not compromise patient welfare.

Gifts, hospitality, or subsidies offered by medical equipment, pharmaceutical or other manufacturers or distributors should not be accepted if acceptance would influence the objectivity of clinical judgment. Student interactions with commercial interests should conform to the American Medical Association (AMA) guidelines.

8. SEXUAL MISCONDUCT

The student will not engage in romantic, sexual, or other nonprofessional relationships with a patient while the student is involved with the patient's care, even if the patient initiates or consents to the contact. The student is not expected to tolerate inappropriate sexual behavior on the part of other medical personnel or patients.

9. IMPAIRMENT

The student will not use alcohol or drugs in a manner that could compromise patient care. It is the responsibility of every student to protect patients from an impaired colleague and to assist a

colleague whose capability is impaired. The student is obligated to report to an appropriate authority any member of the health care team whose behavior exhibits impairment or lack of professional conduct or competence, or who engages in fraud or deception. Such reports must conform to established institutional policies.

10. CRITICISM OF COLLEAGUES

It is unethical for a student to disparage the professional competence, knowledge, qualifications, or services of a colleague to a patient or a third party or to state or imply that a patient has been poorly managed or mistreated by a colleague without substantial evidence.

Professional relations among all members of the medical community should be marked by civility. Thus, scholarly contributions should be acknowledged, slanderous comments and acts should be avoided, and each person should recognize and facilitate the contributions of others to the community.

The medical student will deal with professional staff and peer members of the health care team in a cooperative and considerate manner.

11. RESEARCH

The basic principle underlying all research is honesty. Scientists have a responsibility to provide research of high quality; to gather facts meticulously, to keep impeccable records of work done; to interpret results objectively, not force them into preconceived molds or models; and to report new knowledge through appropriate channels. Coauthors of research reports must be well enough acquainted with the work of their coworkers that they can personally vouch for the integrity of the study and the validity of the findings, and they must have been active in the research itself.

Plagiarism is unethical. To consciously incorporate the words of others, either verbatim or through paraphrasing, without appropriate acknowledgement is unacceptable in scientific literature and may have legal consequences.

12. EVALUATION

Students should seek feedback and actively participate in the process of evaluating their teachers (faculty as well as house staff). Students are expected to respond to constructive criticism by appropriate modification of their behavior. When evaluating faculty performance, students are obliged to provide prompt, constructive comments. Evaluations may not include

disparaging remarks, offensive language, or personal attacks, and should maintain the same considerate, professional tone expected of faculty when they evaluate student performance.

13. TEACHING

The very title doctor, from the Latin docere, "to teach," implies a responsibility to share knowledge and information with colleagues and patients. It is incumbent upon those entering this profession to teach what they know of the science, art, and ethics of medicine. It includes communicating

clearly with and teaching patients so that they are properly prepared to participate in their own care and in the maintenance of their health.

The following are not specific responsibilities of students; they are physician's responsibilities, although students are frequently asked to take these on.

14. DISCLOSURE

In general, full disclosure is a fundamental ethical requirement. The patient must be well informed to make healthcare decisions and work intelligently in partnership with the medical team. Information that the patient needs for decision making should be presented in terms the patient can understand. If for some reason the patient is unable to comprehend, there should be full disclosure to the patient's authorized representative.

15. INFORMED CONSENT

Students are to understand the importance of the obligation to obtain informed consent from patients but are not responsible for obtaining such consent. It is the physician's responsibility to ensure that the patient or his/her surrogate be appropriately informed as to the nature of the patient's medical condition, the objectives of proposed treatments, treatment alternatives, possible outcomes, and the risks involved. The physician's presentation should be understandable to the patient and unbiased. The patient's or surrogate's concurrence must be free and uncoerced.

V. Procedures for Reporting Suspected Infractions of the Code

- A. When a student witnesses an event they feel is an infraction, they may:
 - a. approach the individual and gain a satisfactory explanation that there was no intent to breach the code. It is hoped that most events will be dealt with in this manner.
 - b. contact a member of the Student Government and request an SPCC meeting.
 - c. report the incident to a Dean of Student Affairs for review and possible referral to the Hearing Body for Student Rights
- B. If a faculty member witnesses an action they feel is an infraction, the faculty member may choose to:
 - a. approach the individual and gain a satisfactory explanation that there was no intent to breach the code. It is hoped that most events will be dealt with in this manner.
 - b. contact a member of the Student Government and request an SPCC meeting.
 - c. report the incident to a Dean of Student Affairs for review and possible referral to the Hearing Body for Student Rights
- C. The chairperson of the SPCC shall inform the accused student(s) that the issue is being brought to the Committee. The accused student(s) has the right to know of their accuser.
- D. If a student accused by a fellow student refuses to participate in the Committee investigation, the chairperson shall submit all known information to a Dean of Student Affairs for review and possible referral to the Hearing Body for Student Rights.

VI. Procedures for Selection of the Student Professional Conduct Committee

- A. At the beginning of each academic year, the student body shall elect from among its members a chairperson for the Student Professional Conduct Committee. This individual shall convene all SPCC meetings throughout the academic year. The chairperson shall have no vote on the committee.
- B. If an event warrants investigation by the SPCC:
 - 1. The chairperson shall draw a list of ten students randomly from the medical school enrollment, including third-and fourth-year students.
 - 2. The accused student may exclude members of their own class prior to the random selection of ten students.
 - 3. The accused student may exclude a maximum of five students from the selected ten students to avoid personal conflict.
 - 4. A committee of five is then constituted from the remaining eligible students in rank order of their selection.
 - 5. Every student has an obligation to serve on the SPCC. Exemptions may be approved by the chairperson in instances of major conflict.

VII. Committee Procedures

- A. The Student Professional Conduct Committee shall meet within 10 days after the selection of its five members.
- B. Minutes shall be recorded of all Committee meetings. The minutes shall be maintained with strict adherence to confidentiality.
- C. All deliberations of the Committee shall be kept in strictest confidence by all involved.
- D. An accused student may invite witnesses of the alleged infraction to the committee meeting. The Committee chairperson shall be informed of such invitations so that witnesses for the accused student may be duly notified of the meeting.
- E. The Committee shall listen to complete statements from the accused and all invited witnesses. Faculty members may be consulted by the Committee if clarification regarding the infraction is necessary.
- F. After all available facts have been heard, the Committee must decide the following:
 - 1. No infraction has occurred.
 - 2. An infraction has occurred with satisfactory explanation.
 - 3. An infraction has occurred with unsatisfactory explanation.
- G. Cases ending in no infraction will be dismissed.

- H. Cases in which an infraction may have occurred with satisfactory explanations will be kept in the Committee's records until the student's graduation, at which point they will be destroyed. Records will be held in an administrative office of Robert Wood Johnson Medical School that has no bearing on the evaluation of the medical student. Outdated cases will be destroyed by the chair of the SPCC on a yearly basis.
- I. Cases in which an infraction may have occurred with unsatisfactory explanation will be referred to a Dean of Student Affairs and to the Hearing Body for Student Rights.
- J. Accused student(s) shall be informed in writing of the Committee's decision and action within two (2) calendar days. In situations where the case is dismissed, if appropriate, the chairperson will advise the student how to avoid such misunderstandings in the future.

VIII. Confidentiality

- A. Allegations of dishonesty and actual investigations require that the strictest confidentiality is maintained by Committee members and all others involved. While an accused student has the right to know the nature of the accusation and the name(s) of their accuser, confidentiality must be maintained about a particular allegation. Violations of confidentiality will be construed as violations of the Code of Professional Conduct itself, and handled accordingly.
- B. The SPCC shall maintain confidential minutes of its meetings. Minutes pertaining to an individual student shall be maintained throughout their enrollment at Robert Wood Johnson Medical School. These minutes will be stored in an administrative office of Robert Wood Johnson Medical School that has no bearing on the evaluation of the medical student. Outdated cases will be destroyed by the chair of the SPCC on a yearly basis.

Hearing Body

6/2024

Robert Wood Johnson Medical School is dedicated to teaching and fostering the principles of moral conduct and humanism expected of future health professionals. The RWJMS Code of Professional Conduct is designed to foster a sense of trust, responsibility, and professionalism among students, and between students and faculty. To this end, RWJMS is in compliance with all applicable Rutgers University policies and is committed to the adherence and enforcement of the Code of Professional Conduct and the Rutgers Policy on Student Rights, Responsibilities and Disciplinary Procedures.

The Hearing Body for Student Rights is a permanent committee at RWJMS that shall have the responsibility for hearing allegations of misconduct by students and for ensuring the due process rights of students. The Hearing Body shall make determinations of fact and make recommendations to the Dean for disciplinary action regarding infractions of rules, regulations, and standards of the

University except for those matters that are under the jurisdiction of the Academic Rules and Regulations or the Misconduct in Science Policy, or cases involving allegations of sexual violence or sexual coercion, which must be forwarded to the Rutgers University–New Brunswick, Rutgers Biomedical Health Sciences Title IX Coordinator.

The Hearing Body for Student Rights shall consist of 5 clinical faculty, 5 basic science faculty and 2 student members. The members shall be appointed by the Dean. Five members are required for quorum. At least one student member is required to meet quorum. The members shall elect a Chair from among themselves.

There are no faculty term limits. New student members will be appointed when a student member is no longer enrolled at RWJMS.

Meetings shall be convened by the Chair or on request of the Dean or any member of the Committee. A quorum shall be five members, one of whom must be a student, including the Chair or a designated member of the Committee as the presiding official.

The Hearing Body shall conduct all hearings and all deliberations in accordance with the policies of the University and RWJMS.

Assessment of Professionalism Policy

Updated 6/2024

As noted in the Technical Standards for Admission and Matriculation, RWJMS students are expected to possess the emotional stability required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities, the development of effective relationships, and must be able to tolerate physically taxing workloads, and learn to function in the face of uncertainties. The RWJMS Code of Professional Conduct outlines a student's responsibilities for professional, compassionate, respectful, and ethical behaviors as a student at our school.

Faculty may identify students whom they feel have exhibited unprofessional behavior within the context of their course or clerkship that is not consistent with, or violates, the RWJMS Code of Professional Conduct. Faculty and staff may make a written request to a Dean of Education when they feel a student may have exhibited unprofessional behavior outside of a course or clerkship, and this behavior is felt to be inconsistent with, or violate, the RWJMS Code of Professional Conduct.

Course faculty, clerkship faculty, or a Dean of Education may address these unprofessional behaviors in one of the following ways:

1. File a Professionalism Conduct Form
2. Issue an Unprofessional Behavior Warning to the student
3. Write to the Dean to request disciplinary action against a student for a violation of the RWJMS Code of Professional Conduct within thirty (30) working days of alleged infraction

Professionalism Conduct Forms

Can be submitted by faculty within the context of their course or clerkship. Can be submitted by a Dean of Education when a student has demonstrated an unprofessional behavior outside the context of a course or clerkship.

- Completed Professionalism Conduct Forms are reviewed by the appropriate committee of Course Directors or Clerkship Directors (e.g., a reported incident which occurred in a first-year course would be reviewed by the Pre-clerkship Course Directors Committee).
- For incidents occurring outside of a specific Course or Clerkship, a Dean of Education may submit a Professionalism Conduct Form to that Course or Clerkship Directors Committee corresponding to the student's current year of study.
- A decision regarding whether to place a Professionalism Conduct Form in a student's file will be made by the reviewing committee.
- The student will be notified of the committee's decision by a Dean from the Office of Student Affairs.

Unprofessional Behavior Warnings

On occasion, a student may demonstrate an unprofessional behavior that a faculty member does not feel warrants a Professionalism Conduct Form, but does feel warrants notation and monitoring. Examples of such unprofessional behavior include, but are not limited to, showing up late to class, turning in a course assignment late, failing to download an exam by the provided deadline, and neglecting to complete required school paperwork or trainings in timely fashion.

- The faculty member will send the student a warning email that describes the behavior, explains the concern, extends the warning, and outlines the potential consequences of further warnings.
- These unprofessional behavior warnings will be reported to the appropriate Course Year Administrator, who will track the behaviors.
- At the end of every academic year, each Course Year Administrator will forward to the next level Course Year Administrator the unprofessional behavior warnings that they have documented.
- Unprofessional behavior warnings accumulate across all years of enrollment.
- Any student who receives **three unprofessional behavior warnings will automatically be considered for a Professionalism Conduct Form** based on the collection of noted behaviors.

Request to Dean for Disciplinary Action

Examples of behaviors that would be referred to the Dean for consideration for disciplinary action include, but are not limited to, forging of any material or document, falsification of any document or data, plagiarism, cheating, stealing, acts of harassment or intimidation or bullying, acts of sexual harassment, including sexual violence, and behaviors that create a hostile environment for others.

- The Dean or their designee may attempt to 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 to the Rutgers University–New Brunswick, Rutgers Biomedical Health Sciences Title IX Coordinator.
- If the Dean or their designee concludes that the matter cannot or should not be resolved

informally, they shall refer it to the RWJMS Hearing Body for Student Rights within ten (10) working days of the decision that the matter cannot or should not be resolved informally.

- Referrals by the Dean to the RWJMS Hearing Body for Student Rights will follow the rules and procedures outlined in the RBHS Student Rights, Responsibilities and Disciplinary Procedures Policy.

Reviews by the Academic Standing Committee

In accordance with the Academic Rules and Regulations (Section VIII.E.2), "**The Academic Standing Committee will review the academic record of any student for whom two or more Professionalism Conduct Forms have been submitted.** Such review may result in placement on Academic Warning or Academic Suspension, or consideration for dismissal."

Notations in the Academic Record

If, at the time of graduation, only one Professionalism Conduct Form is in the student's file, this form will not be included in the permanent record. If two or more Professionalism Conduct Forms are endorsed for a student, those forms will become a permanent part of the student's academic file, and professionalism concerns will be noted in the appropriate section of the student's Medical Student Performance Evaluation (MSPE).

PROCESSES

Professionalism Conduct Forms

1. Meet with the student to convey your intent to submit a Professionalism Conduct Form.
2. Submit the form to the appropriate committee (i.e., Pre-Clerkship Course Directors Committee or M3/M4 Clerkship Directors Committee).
3. If the form is endorsed by the relevant committee, the form will be sent to Student Affairs.
4. Student Affairs will meet with the student to tell them that the form was endorsed and to explain the meaning/implications of the form within the context of our Assessment of Professionalism system at RWJMS.

Unprofessional Behavior Warnings

1. The faculty member will send to the student an email that describes the behavior, explains the concern, extends the "unprofessional behavior warning," and outlines the potential consequences of further warnings. The faculty member will copy the relevant Administrator (i.e., M1/M2 Administrator or M3/M4 Administrator) on the email.
2. The M1/M2 Administrator or M3/M4 Administrator will log and track warnings for students in the relevant curricular years.
3. At the end of each academic year, the M1/M2 Administrator will forward to the M3/M4 Administrator any warnings that have accumulated for the students advancing to the third year.
4. If, at any point, a student has accumulated three warnings, the Administrator who is tracking the warnings for that student will forward information on all three warnings to the appropriate committee chair (i.e., Chair of the Pre-Clerkship Course Directors Committee, or Chair of the M3/M4 Clerkship Directors Committee). The committee chair will complete and present to their committee a Professionalism Conduct Form based on the collection of warnings.

Policy on Professionalism and the Learning Environment

Updated 6/2021

Rutgers Robert Wood Johnson Medical School is committed to professionalism and maintaining a positive academic and clinical learning environment.

Rutgers Robert Wood Johnson Medical School is committed to the highest standards of patient care and respectful interactions between faculty/staff/learners and patients.

Rutgers Robert Wood Johnson Medical School is committed to the highest standards of education and behavior concerning the teacher-learner relationship. We believe that teaching and learning should take place in a climate of mutual respect where learners are evaluated based on ability and academic performance.

Rutgers Robert Wood Johnson Medical School is committed to preventing learner abuse through education, by providing support for those subjected to mistreatment and by responding with corrective action.

The **Policy on Professionalism and the Learning Environment** addresses the behaviors required from all those who are in training sites, including faculty members, residents, nurses, staff, or students in a teaching role. It is intended to ensure an academic and clinical learning environment in which students, nurses, staff, volunteers, residents and faculty may raise and resolve issues without fear of intimidation or retaliation. It is also intended to set the standard by which members of the Rutgers Robert Wood Johnson Medical School community are evaluated in their demonstration of professional demeanor, sensitivity and respect towards patients, learners, physicians, and staff, and creation of a conducive academic and clinical learning environment.

The creation of a positive academic and clinical learning environment depends on the entire organization embracing the tenets of medical professionalism. Rutgers Robert Wood Johnson Medical School has adopted tenets of professionalism as put forth by the American Board of Internal Medicine Physician Charter (Medical Professionalism in the New Millennium A Physician Charter. *Ann Intern Med.* 2002;136(3):243-246. doi:10.7326/0003-4819-136-3- 200202050-00012), modified and excerpted below:

Professionalism is the basis of medicine's contract with society. It demands placing the interests of patients above all, setting and maintaining standards of competence and integrity, and providing expert advice to society on matters of health. The principles and responsibilities of medical professionalism must be clearly understood by both the profession and society. Essential to this contract is public trust, which depends on the integrity of individuals and the whole profession. Professional responsibilities include commitment to: professional competence; honesty; patient confidentiality; improving quality of care; improving access to care; distribution of finite resources; scientific knowledge; maintaining trust by managing conflicts of interests; and professional responsibilities, with the expectation to work collaboratively to maximize patient care, be respectful of one another, and participate in the processes of self-regulation, including remediation and discipline of members who have failed to meet professional standards.

There is a special professional relationship between teachers and learners, with learners defined broadly (students, residents, graduate students, junior faculty, other health professions students, and including mentees in mentor mentee relationships). The following commitments of teachers and learners, modified from the 2006 AAMC publication: Compact between Resident Physicians and their Teachers, defines the Teacher Learner Relationship at Rutgers Robert Wood Johnson Medical School

Commitments of Faculty

1. As role models for our learners, we will maintain the highest standards of care, respect the needs and expectations of patients, and embrace the contributions of all members of the healthcare team.
2. We pledge our utmost effort to ensure that all components of the educational program for learners are of high quality, including our own contributions as teachers.
3. In fulfilling our responsibility to nurture both the intellectual and the personal development of learners, we commit to fostering academic excellence, exemplary professionalism, cultural sensitivity, and a commitment to maintaining competence through life-long learning.
4. We will adhere to the highest standards of the medical profession and pledge to conduct ourselves accordingly in all our interactions. We will demonstrate respect for all patients and members of the health care team without regard to race, ethnicity, gender, gender identity, sexual orientation, religion, socioeconomic status, or disabilities; and we will cultivate a culture of tolerance.
5. We will do our utmost to ensure that learners have opportunities to participate in patient care activities, consistent with their level of training, of sufficient variety and with sufficient frequency to achieve the required competencies. We also will do our utmost to ensure that learners are not assigned excessive responsibilities and are not overburdened with services of little or no educational value.
6. We will provide learners with opportunities to exercise graded, progressive responsibility for the care of patients, so that they can learn how to recognize when, and under what circumstances, they should seek assistance from colleagues. We will do our utmost to prepare learners to function effectively as members of healthcare teams.
7. In fulfilling the essential responsibility we have to our patients, we will ensure that learners receive appropriate supervision for all of the care they provide during their training.
8. We will evaluate each learner's performance on a regular basis, provide appropriate verbal and written feedback, and document achievement of the competencies required to meet all educational objectives.
9. We will ensure that learners have opportunities to partake in required conferences, seminars and other non-patient care learning experiences and that they have sufficient time to pursue the independent, self-directed learning essential for acquiring the knowledge, skills, attitudes, and behaviors required for practice.
10. We will nurture and support learners in their role as teachers.

Commitments of Learners

1. We acknowledge our fundamental obligation as physicians or physicians in training—to place our patients' welfare uppermost; quality health care and patient safety will always be our prime objectives.
2. We pledge our utmost effort to acquire the knowledge, clinical skills, attitudes and behaviors

required to fulfill all objectives of the educational program and to achieve the competencies deemed appropriate for our chosen discipline.

3. We embrace the professional values of honesty, compassion, integrity, and dependability.
4. We will adhere to the highest standards of the medical profession and pledge to conduct ourselves accordingly in all our interactions. We will demonstrate respect for all patients and members of the health care team without regard to race, ethnicity, gender, gender identity, sexual orientation, religion, socioeconomic status, or disabilities; and we will cultivate a culture of tolerance.
5. As physicians or physicians in training, we learn most from being involved in the direct care of patients and from the guidance of faculty and other members of the healthcare team. We understand the need for faculty to appropriately supervise all of our interactions with patients.
6. We accept our obligation to secure direct assistance from faculty or appropriately experienced residents or fellows whenever we are confronted with high-risk situations or with clinical decisions that exceed our confidence or skill to handle alone.
7. We welcome candid and constructive feedback from faculty and all others who observe our performance, recognizing that objective assessments are indispensable guides to improving our skills as physicians.
8. We also will provide candid and constructive feedback on the performance of our peers, of supervising residents, fellows or faculty, recognizing our life-long obligation as physicians to participate in peer evaluation and quality improvement.
9. We recognize the rapid pace of change in medical knowledge and the consequent need to prepare ourselves to maintain our expertise and competency throughout our professional lifetimes.
10. In fulfilling our own obligations as professionals, we pledge to assist peer and other learners in meeting their professional obligations by serving as their teachers and role models.

Inappropriate Behaviors

Definition: These inappropriate behaviors are disruptive to the academic and clinical learning environment and will not be tolerated:

- Mistreatment, abuse, or harassment will not be tolerated in the course of the teacher-learner relationship. Examples of inappropriate behavior or situations that would be unacceptable include: Unwelcome physical contact, including any physical mistreatment or assaults such as hitting, slapping, kicking, or threats of the same nature
- Verbal abuse (attack in words, to speak insultingly, harshly)
- Derogatory or denigrating comments or behaviors related to race, ethnicity, gender, gender identity, sexual orientation, religion, socioeconomic status, people with disabilities, and other marginalized groups, among others
(<https://www.stephens.edu/files/resources/microaggressions-examples-arial-2014-11-12-suewile.pdf>)
- Racial microaggressions (“subtle statements and behaviors that consciously or unconsciously communicate denigrating messages to people of color” Nadal et al. Journal of Counseling Psychology 2011)
- Inappropriate or unprofessional criticism intended to belittle, embarrass, or humiliate
- Requiring a learner to perform menial tasks intended to humiliate, control, or intimidate

- Unreasonable requests for a learner to perform personal services
- Grading or assigning tasks so as to punish a learner rather than to evaluate or improve performance
- Purposeful neglect or exclusion from learning opportunities as means of punishment
- Sexual assault or sexual harassment (Title IX Policy and Grievance Procedures, 60.1.33)
- Discrimination based on race, religion, ethnicity, sex, age, sexual orientation, and physical disabilities (refer to Policy Prohibiting Discrimination and Harassment, 60.1.12)
- Disregard for learner safety

Feedback for Inappropriate Behaviors: General Guidelines

Rutgers Robert Wood Johnson Medical School affirms that feedback and constructive criticism are not only appropriate but also critical in the learning process but should be handled in such a way as to promote learning and avoid purposeful learner humiliation. Feedback that has negative elements is generally more useful when delivered in a private setting that fosters discussion and behavior modification. All feedback should focus on behavior rather than personal characteristics and should avoid pejorative labeling.

Communication of Complaints

Communication of the Complaint: Given the sensitive nature of complaints and the perceived power differential in lodging complaints, multiple avenues must be provided for both direct and anonymous reporting of abuse or a negative learning environment. The faculty and administration must be able to assure learners that they will be “protected” when making truthful reports of abuse, even when their identity must be disclosed. Such responsible, confidential reporting is a professional obligation on the learner’s part as members of our educational community. This will help to create a better learning environment for all.

RWJMS Standards of Professional Conduct in the Learning Environment

The annually published Rutgers Robert Wood Johnson Medical School Student Handbook outlines inappropriate behaviors or situations as well as procedures to address an infraction of standards. Procedures include contacting the Dean of Student Affairs (for student issues), Dean of Graduate Medical Education (GME) (for resident issues), Senior Associate Dean of the Graduate School (for graduate student issues), Chief Nursing Officer (for nursing staff/hospital staff issues), or the University Ombudsperson.

Formal complaint processes include, with the consent of the reporter, mediation with attempt at resolution, which may involve contacting the Department Chair, Program Director or Administrator; referral through the Dean to the Hearing Body for Student Rights (for student-to-student abuse); or referral to the Rutgers Office of the Senior Vice President and General Counsel.

Other Communications Avenues for Medical Students and residents: There are a number of additional mechanisms by which medical students and residents are encouraged to report learning environment issues. There is an online reporting system where learners can report incidents which they have personally experienced or witnessed. Students may report anonymously, however, anonymous reporting may hamper follow-up reporting or resolution of some types of reports. These reports are immediately received by the chair of the professionalism committee, the student affairs deans, and the education deans for review, exploration, remediation and follow-up.

Students are expected to complete course and clerkship evaluations at the end of each course or clerkship. Residents complete similar evaluations after each rotation and other experiences as appropriate. These evaluations are reviewed regularly by the course and clerkship directors, departmental chairs and vice chairs, the Senior Associate Dean for Education and Academic Affairs and by the designated leaders for GME of the respective institutions. Additionally, students may speak with the course or clerkship directors, or make a report to the **Rutgers Compliance hotline (1-800-215-9664 or <http://generalcounsel.rutgers.edu/compliance/rutgers-compliance-hotline>)**.

Procedures for reporting and resolving learning environment issues when individuals are not employees of the medical school or full-time or volunteer faculty: All medical students, graduate students and residents have been given multiple avenues to report incidents, which include student affairs deans, other faculty, program directors, associate dean for GME, senior associate dean for the graduate school, etc. In the event that the person who caused the mistreatment is not faculty member or resident paid by the medical school, the following points of contact at each of the major clinical sites can be contacted by the UME, GME or graduate school officials or directly by the medical student, resident, graduate student.

These points of contact will also serve when a nurse or other staff member, or other wants to report unprofessional conduct. Points of contact include the hospital Chief of Service, the Chief Nursing Officer, and the Senior Associate Dean for Education and Academic Affairs, who will direct complaints to the appropriate individuals.

Resolution Mechanisms

Due to the sensitive nature of such complaints and the need to deal with these issues either without the consent of the reporter or without revealing the identity of the reporter, a number of mechanisms need to be in place for resolution and communication of the resolution of the issue.

Formal Resolutions via University Policy: Two complaints must be resolved at the University level.

1. Discrimination and Harassment

University Policy on Prohibiting Discrimination and Harassment (Policy Prohibiting Discrimination and Harassment, 60.1.12)

2. Sexual Assault and Sexual Harassment

(Title IX Policy and Grievance Procedures, 60.1.33) which outlines responsibilities of the student or employee, of the respondent, and of the supervisor of the respondent

RWJMS Procedures for Resolution: Once an alleged mistreatment has been identified there are multiple tiers of resolution.

Any actions identified in the University Policies on sexual assault, sexual harassment and other types of harassment must be reported and handled in accordance with the relevant policies noted above.

Resolution of reported actions which are not egregious or reported in an anonymous fashion will be

up to the discretion of the course or clerkship director, residency program director or program director of the graduate program.

Resolution of reported actions that are recurrent or egregious will be reviewed by the Senior Associate Dean for Education and Academic Affairs who will convene the education or hospital leadership appropriate to the situation. Course and clerkship directors should evaluate program faculty and approve their continued participation in the medical student education program based on student evaluation. Residency and fellowship directors should perform similar functions.

Communication between directors in undergraduate medical education, graduate medical education programs and other disciplines is encouraged, especially if faculty participate in more than one program. The Senior Associate Dean for Education and Academic Affairs, the Associate Dean for Graduate Medical Education, and Department Chairs must be notified when resolution includes removing a faculty from the teaching service. The Senior Associate Dean for Education and Academic Affairs and/or the Associate Dean for Graduate Medical Education will decide which issues need to be brought to the attention of the Dean as appropriate.

Communication of Resolution: Once a negative learning environment or an alleged mistreatment of the learner by faculty, resident, nurse or peer has been reported, the course or clerkship director, residency program director, program director for the graduate program, Student Professionalism Committee Chair or Chair of the Professionalism Committee should take an appropriate action and then communicate the resolution as specified above. Resolution of direct complaints can be made directly. Anonymously reported events can be communicated to groups of learners, e.g., “the issue identified in your course/clerkship, evaluations regarding.....have been addressed.” A report of incidents, actions, and resolutions will be reported to the Executive Council of the Faculty and to the student body.

Monitoring and Assessment of the Academic and Clinical Learning Environment

The ongoing student input into preclerkship course evaluations, CATS (clerkship evaluations) and the results of the annual AAMC Graduation Questionnaire (GQ) will be used to determine the overall status of the learning environment at the medical student level. A similar report based on cumulative data from the residents’ evaluations of their experiences will be generated. Summaries of these reports will be provided to the Executive Council on an annual basis. Other surveys will be used if needed to further elucidate areas of concern.

The feedback from student class meetings and more informal meetings will be collected to preserve anonymity and provided to the Senior Associate Dean for Education and Academic Affairs who will provide it to the Dean as needed. Feedback from the resident representatives to the Graduate Medical Education Committee and other more informal meetings will be provided to the Associate Dean for Graduate Medical Education and to the Dean as necessary.

Surveys will be examined not only for the overall results but also for areas that had previously been shown to be problematic. In addition, initiatives that are successful, as identified through the focus groups or surveys will be replicated wherever possible.

Expectations for Social Media Use

(Adapted from AMA Code of Medical Ethics Opinion 2.3.2 (Professionalism in the Use of Social Media) and the Mayo Clinic Guidelines for employees and students)

The following are guidelines for Rutgers Robert Wood Johnson Medical School (RWJMS) students who participate in social media. Social media includes personal blogs and other websites, including Facebook, LinkedIn, Twitter, YouTube, TikTok or others way to share information electronically. These guidelines apply whether students are posting to their own sites or commenting on other sites:

1. Follow all applicable Rutgers University and RWJMS policies. For example, you must not share confidential or proprietary information about Rutgers University and you must maintain patient privacy. You must not post the image or name of any patient, student or colleague without their prior consent. Among the policies most pertinent to this discussion are those concerning Clinical, Compliance, Ethics and Corporate Integrity, University Communications and Marketing, Governance and Legal Matters, and Information Technology.
2. Where the context of your post or other communication might reasonably be read as being made on behalf of Rutgers Robert Wood Johnson Medical School, you should make it clear that you are speaking for yourself and not on behalf of Rutgers Robert Wood Johnson Medical School. In those circumstances, you should include this disclaimer: "The views expressed on this [blog; website] are my own and do not reflect the views of my employer/medical school." Consider adding this language in an "About me" section of your blog or social media profile.
3. If you identify your affiliation to Rutgers Robert Wood Johnson Medical School, your social media activities should be consistent with RWJMS code of professional conduct (which can be found in this handbook).
4. Be professional, use good judgment, and be accurate and honest in your communications; errors, omissions, or unprofessional language or behavior reflect poorly on and have negative consequences for both you and Rutgers. Remember, what you post or communicate may be accessible by colleagues, patients, prospective employers, and credentialing bodies. When using the internet for social networking, you should use privacy settings to safeguard personal information and content to the extent possible, but should realize that privacy settings are not absolute and that once on the internet, content is likely there permanently.
5. If you wear a white coat in any social media posts, the general public may perceive you as a physician qualified to give medical advice. You could be held personally liable for any negative outcomes this advice resulted in. Our school's malpractice insurance coverage is for approved learning experiences required for your medical training and would not cover you for any malpractice lawsuits as a result of a social media post.
6. Rutgers Robert Wood Johnson Medical School strongly discourages "friending" of patients or their family on social media websites. Staff in patient care roles generally should not initiate or accept friend requests except in unusual circumstances such as the situation where an in-person friendship pre-dates the treatment relationship.
7. Rutgers Robert Wood Johnson Medical School does not endorse people, products, services, or

organizations. Neither RWJMS accounts nor your personal social media accounts should be used to provide or suggest that Rutgers, RWJMS, or any other Rutgers school makes such an endorsement. For personal social media accounts where your connection to RWJMS is apparent, you should be careful to avoid implying that an endorsement of a person or product is on behalf of RWJMS, rather than a personal endorsement. As an example, LinkedIn users may endorse individuals or companies, but may not use RWJMS' name in connection with the endorsement, state or imply that the endorsement is on behalf of RWJMS, or state specifically that the endorsement is based on work done at RWJMS.

8. When you see content posted by RWJMS colleagues that appears unprofessional you have a responsibility to bring that content to the attention of the individual, so that he or she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, you should report the matter to appropriate authorities which include a Student Professionalism Committee Chair or a Dean for Student Affairs.
9. Your social media name, handle, and URL should not include Rutgers or RWJMS name or logo, nor should you post images of any Rutgers, RWJMS, or other name or logo in a way that suggests endorsement by the University.

Appeals of Online Examinations Due to Technical Difficulties Policy

6/2024

Although acute onset illness, loss of connectivity, or any kind of technical interruption that might be experienced during a web-based school or NBME examination may not affect the total time allotted for the examination, students experiencing such issues must alert the examination Proctor during the examination.

Students who believe that their examination performance may have been adversely affected by technical difficulties or illness encountered during the administration of a web-based school or NBME examination may request voiding of the exam and appeal to the Course or Clerkship Director for a re-examination. Any student wishing to make such an appeal must: 1) have notified the proctor at the time(s) the interruption(s) occurred, 2) notify the examination Proctor of their intent to appeal before leaving the examination room and 3) notify both the Course or Clerkship Director and the Offices of Student Affairs and Education of their intent to appeal by email no later than 11:59PM on the day of the examination. Appeals failing to fulfill these requirements will not be considered. The Course or Clerkship Director will then consider the student's appeal only after a corroborating Test Administration Report has been obtained from the NBME or a physician's note documenting illness has been provided by the student.

If the student's appeal is accepted, the student will be assigned an Incomplete notation for the Course or Clerkship as approved by the Office of Student Affairs. The student's original Subject Examination score or school exam score will then be disregarded, and the student will be permitted

to retake the Course or Clerkship's school or Subject Examination; the score received on that second administration of the relevant examination will be used to compute the student's final Course or Clerkship grade.

Grade Appeal Process for a Course, Clerkship, Elective, or Selective Grade, Remediation Program or Narrative Report

6/2024

Final grades submitted by faculty to the Office of the Registrar are presumed to be accurate and final. If the student chooses to appeal a course, clerkship, elective, or selective grade, remediation program or narrative report, that appeal must be pursued according to the procedure outlined below. Once a final grade has been posted or remediation program decided and communicated, a student may appeal the final grade or remediation program in a course or clerkship if he/she thinks it is unjust by:

I. Appeals of a Passing Grade or Narrative Report

A. Students wishing to appeal their passing grade or narrative report should submit their appeal in writing (signed letter or email via medical school account) to the Course/Clerkship Director, with the Clerkship/Course Administrator copied. The student must provide clear documentation that demonstrates an error in the grade calculation or the evaluation. The student must also provide evidence of the level of achievement in support of the particular grade or modified narrative report that the student believes they should have been awarded. This initial written appeal must be received by the Director within ten (10) business days of the final grade or narrative report being posted. If the grade or narrative report is appealed during the specified time period, the Director will meet with the student within five (5) business days to discuss the factors considered in arriving at the grade or narrative report, as well as the student's concerns. The Director will submit a written response to the student's initial appeal within five (5) business days of the meeting with the student. The Dean(s) for Student Affairs and the Registrar's Office should be copied on the response. If a grade change is warranted, the Director will submit a memo detailing the grade change to the Registrar under separate cover.

B. Appeal of Course/Clerkship Director decision: If a student wishes to appeal the Director decision, they may do so by appealing in writing (signed letter or email via medical school account) via the Course/Clerkship Administrator, with the Course/Clerkship Director copied. This appeal must be received by the Course/Clerkship Administrator within ten (10) business days of the written response to the initial appeal. The department's Student Education Committee or an ad hoc Appeals Committee will

consider the appeal at its next meeting following receipt of the appeal. The Director will present to the Student Education Committee or ad hoc Appeals

Committee information about how the grade or narrative report was determined. The student may be asked to appear before the committee to answer any questions the committee members may have regarding the student's written appeal. The Director will not participate in the committee's deliberations or decision regarding the appeal. The decision of the department's Student Education Committee or ad hoc Appeals Committee on the appeal will be communicated to the student within ten (10) business days of the committee meeting. The Dean(s) for Student Affairs, the Registrar's Office, and the Course/Clerkship Director should be copied on the response. If a grade change is warranted, the Director will submit a memo detailing the grade change to the Registrar under separate cover.

C. Appeal the Decision of the Departmental or ad hoc Appeals Committee: The student may appeal the decision of the departmental or ad hoc Appeals Committee within five (5) business days of notice by written request, to the Senior Associate Dean for Education and Academic Affairs (SADEA). The SADEA will appoint an advisory ad hoc committee of at least three faculty members who have not previously participated in the student's appeal process, are not part of the department that administers the involved course, clerkship, selective or elective, and are not involved in grading decisions for the curricular year of the student. The ad hoc committee makes a recommendation to the SADEA. The SADEA decides the matter and provides notice, in writing, to the student within ten (10) business days of the written request for appeal at this level. The Dean(s) for Student Affairs, the Registrar's Office, and the Course/Clerkship Director should be copied on the response. The SADEA decision is final. If a grade change is warranted, the Director will submit a memo detailing the grade change to the Registrar under separate cover.

II. Appeals of Non-Passing Grades and Remediation Programs

A. Students wishing to appeal their non-passing grade or remediation program should submit their appeal in writing (signed letter or email via medical school account) to the Course/Clerkship Director, with the Academic Standing Committee (ASC) Chair copied. The student must provide clear documentation that demonstrates an error in the grade calculation or the evaluation. The student must also provide evidence of the level of achievement in support of the particular grade and/or modified remediation program that the student believes they should have been awarded or assigned. This initial written appeal must be received by the Director within ten (10) business days of the final grade or remediation program being posted. If the grade or remediation program is appealed during the specified time period, the Director will meet with the student within five (5) business days to discuss the factors considered in arriving at the grade or remediation program, as well as the student's concerns. The Director will submit a written response to the student's initial appeal to the student and the ASC chair within five (5) business days of the meeting with the student. The Dean(s) for Student Affairs, the Registrar's Office, and the Course/Clerkship Director should be copied on the response. If a grade change is warranted, the Director will submit a memo detailing the grade change to the Registrar under separate cover.

B. Appeal of Course/Clerkship Director decision: If a student wishes to appeal the Director

decision, they may do so by writing (signed letter or email via medical school account) to the ASC Chair to inform them of their decision to advance their appeal to the ASC. This communication to the ASC Chair must be made within ten (10) business days of the written response to the initial appeal. The ASC Chair will convene an ad hoc ASC subcommittee of at least three faculty ASC members who have not previously participated in the student's appeal process, are not part of the department that administers the involved course, clerkship, selective or elective, and are not involved in grading decisions for the curricular year of the student. The ASC subcommittee will review the appeal and provide a recommendation to the ASC Chair.

The ASC Chair will provide notice of a decision in writing to the student within ten (10) business days of the written request to advance the appeal. The Dean(s) for Student Affairs, the Registrar's Office, and the Course/Clerkship Director should be copied on the response. If a grade change is warranted, the Director will submit a memo detailing the grade change to the Registrar under separate cover.

C. Appeal of ASC Decision: Any promotion or ASC adverse action or ASC decision can be appealed to the Dean within ten (10) business days of an ASC committee letter to the student. In order to initiate such an appeal, the student must contact the Dean's Office in writing within the specified time period. The Dean will meet with the student within a reasonable period of time to discuss the appeal and the student's concerns. The Dean will make a decision and communicate that decision to the student in writing; the Dean(s) for Student Affairs, the Registrar's Office, and the Course/Clerkship Director should be copied on the communication. The Dean's decision is final. If a grade change is warranted, the Director will submit a memo detailing the grade change to the Registrar under separate cover.

Approved Absences Policy

Attendance for all small group sessions is required. In the event of illness or another conflict which prevents attendance of a small group activity, students should notify the Course Director(s) or the Office of Student Affairs **immediately**.

- An **unexcused absence** may be viewed as a breach of professionalism and as such is not tolerated. Any unexcused absence may serve as grounds for academic review by the preclerkship Course Directors and may result in the filing of a *Professionalism Warning* and/or *Professionalism Citation* and may lead to a final grade of Conditional Pass or Fail regardless of performance on the final course exam.
- In addition, **tardiness of greater than 5 minutes** for any such activity may result in an unexcused absence, loss of any associated course points, and/or submission of a *Professionalism Citation*.
- Note that the Office of Education keeps track of unexcused absences as well as tardiness for required activities. Accumulation of these professionalism breaches across the preclerkship blocks may also result in a *Professionalism Citation*.

Attendance and Punctuality

1. Required large group activities will be posted at the beginning of each course. While recordings of

presentations will usually be available for review, there is **NO guarantee against technical issues that may arise, and students are advised to plan accordingly.**

2. Attendance is mandatory for
 - specified large group sessions as posted for individual courses
 - exams and mandatory quizzes
 - small group sessions (including team-based learning, case-based learning, jigsaws, PDP sessions)
 - labs (including Anatomy, Histology, Microbiology)
 - Interdisciplinary Case Discussions (ICDs)
 - PDP off-site activities
3. In-person or virtual mandatory activities, whether they are team-based activities or patient activities, require students to be on-time to learn, work with other students, or demonstrate respect for speakers. Being punctual is a professional responsibility for these activities. Lateness will be monitored. If it persists, it may result in students being called in to speak with the Course Director(s) and possibly a professionalism citation.

Excused Absence

RWJMS has regularly scheduled **required** activities throughout the preclerkship curriculum. There is every expectation by the faculty that students attend all required activities. In the event of extenuating circumstances (such as religious observance, illness, presentation at scientific conferences, etc.) students may request an excused absence. These requests will be granted at the discretion of the Course Director(s) and/or the Office of Students Affairs. All absences will be recorded and tracked. Please take the time to review the policy below.

1. **For all EXCUSED ABSENCE REQUESTS**, the [on-line excused absence form](#) must be submitted. The request will not be considered otherwise. The form should be submitted **one month in advance** of a scheduled activity. The form is automatically submitted or forwarded to the appropriate Course Director(s) for consideration. Absence requests will be monitored for all students. **If you need to request an absence due to a sensitive matter (e.g., personal health/medical information or other matter you're not comfortable discussing with the course directors), you can direct your request to the Office of Student Affairs. They are equipped to handle such situations with confidentiality and provide the necessary support.**

EXCUSED ABSENCE for EXAMS: All requests must be made through the Office of Student Affairs. Make-up of missed activities will be at the discretion of the Course Director(s). (See details below.)

2. Specific Policies for Excused Absences for:

- **Illness:** A letter from a doctor's office is required in case of illness that precludes a student from taking an exam or requires missing more than one day of mandatory course activities. The doctor's note cannot be from a family member and will be HIPAA protected.
- **Conferences:** Absences will be excused only if the student is presenting at the conference or is representing RWJMS in an official role. A copy of the confirmation letter from the conference is required, and absence will be approved for two days.
- **Religious observance:** Absences may be excused in case of a conflict due to religious observances.
- **Jury Duty:** If a student receives a summons for jury duty that interferes with school obligations, the student should bring a copy of the summons to the Registrar's Office. The Registrar's Office will assist in petitioning the assignment judge for a postponement.

- **Adverse Weather:** Adverse weather conditions (e.g., snow) are NOT acceptable reasons for an excused absence. If the medical school is open, students are expected to attend required sessions, unless travel would pose a significant threat or concern for safety. If a safety concern exists, the student must contact the relevant Course Director(s) and the Office of Student Affairs immediately.
- **Vacation:** Approved absences will **NOT** be granted for vacations (personal or family).
- **Retroactive Requests:** Retroactive requests for excused absences will only be considered in situations where illness or emergency prevented outreach in advance.

Unanticipated/Emergency Absence

If missing a required session due to illness, family emergency, doctor's appointment for acute or chronic care, etc., contact your course director and administrator via email **immediately**. Failure to do this in a reasonable, timely manner is an unexcused absence.

Unexcused Absence or Tardiness

An unexcused absence will result in a failure for that activity, which will necessitate remediation. In addition, unexcused absences may be viewed as a breach of professional conduct. All unexcused absences will be reviewed by the Course Director(s) and discussed with the student. If a student demonstrates a persistent disregard for course attendance requirements, this can result in a *Professionalism Citation*.

Lateness is monitored for mandatory sessions. Persistent tardiness may result in students being called in to discuss with the Course Director(s) and may result in a *Professionalism Citation*.

Making Up Missed Activities

Students are responsible for all missed work. Assignment of additional make-up work is at the discretion of the Course director(s). The method for making up missed material will be determined by the relevant Course Director(s) but should not interfere with responsibilities associated with other courses. Moreover, it is not the policy of the Course Director(s) to adjust the order of material, quizzes or exams to accommodate an absence.

If makeup assignments cannot be completed before grades for the relevant block will be submitted, a block director may request that Student Affairs authorize them to submit an "Incomplete" to the Registrar.

Only the Office of Student Affairs may authorize an "Incomplete." An "Incomplete" is not a grade; rather, it is a notation that a grade cannot be determined because the student has been unable to complete all or part of a course/block due to extenuating circumstances. A notation of "Incomplete" is replaced by the earned grade when the student has successfully completed required makeup assignments and/or received a grade of "Pass" for the necessary examination(s). For students in the second year, incompletes must be satisfied by one week prior to the start of any second-year course or block. For students entering the clinical curriculum, Incompletes must be satisfied by one week prior to the start of the student's first clerkship. Any notation of "Incomplete" remaining beyond these time limits will be converted to a grade of "Fail."

There will be one exam or quiz make-up offered at a set time following the original assessment date. Always confirm make-up dates with the Course Director(s). The date for the make-up is dictated by the academic calendar and will generally be set before the beginning of the course. If a student is not able to take the examination on the pre-determined make-up date, additional dates in December (for the Fall semester) or in June (for the Spring semester) will be set at the discretion of the Course Director(s). Absence requests will be monitored for all students.

Clerkship Scheduling and Hardship Scheduling Policy

6/2024

The OASIS online scheduling system is used for both M3 and M4 clerkship scheduling. M3 scheduling takes place in the Spring semester of M2. M4 scheduling takes place in the Spring semester of M3. For each round of scheduling, students enter preference lists into the system, and the system determines clerkship order or site based on an algorithm designed to maximize the number of students receiving their highest possible preference. Students may want to formally request priority scheduling or special assignments for their M3 or M4 schedules because of unique or extenuating circumstances such as significant family responsibilities (e.g., child care, care of unwell relative, home location dictated by job of spouse, etc.), an already-scheduled wedding, pregnancy, significant religious factors, or a need to schedule an audit rotation for a returning MD/PhD. The procedure whereby a student can formally request some form of special, individualized scheduling is the hardship scheduling process. Students who have been approved for a hardship schedule by the Hardship Committee may select all or parts of their M3 or M4 schedules outside the general scheduling process or may have special adjustments made to their schedules during the general scheduling process. The Hardship Committee consists of the Deans of Student and Multicultural Affairs, the Director of Student and Multicultural Affairs, and the Registrar's Office.

Students are advised to meet with a Dean of Student or Multicultural Affairs during any time between December through late January if they think they have a hardship that warrants special consideration with regard to M3 or M4 clerkship assignments. If a Dean of Student or Multicultural Affairs determines that the circumstances may warrant hardship scheduling, the student is permitted to view and discuss schedule possibilities in advance in order to prepare a formal hardship request. In January or February, students submit formal hardship requests to the Hardship Committee through the Office of Student Affairs. In the case of hardship requests for M3 scheduling, students are required to provide information about clerkship order and/or sites that would accommodate their hardship needs. The Deans of Student and Multicultural Affairs and the Registrar's Office work together to reserve a schedule or elements of a schedule that accommodate the special needs of a student to the extent possible. In cases when M4 hardship scheduling is approved, students have the opportunity to review and discuss with the Deans of Student and Multicultural Affairs all M4 schedule possibilities.

Hardship schedule modifications are determined before the general M3 or M4 clerkship scheduling

processes begin. At any point in the M3 or M4 year, a student may make a request to switch clerkship site assignment. This is permitted if site maximum enrollment allows for additional enrollment at the relevant site(s). Students can also change clerkship sites during the M3 or M4 year due to extenuating circumstances, even when the site maximums have been reached. The same hardship criteria noted above are used by the Deans of Student and Multicultural Affairs to consider the change request. If the Deans of Student and Multicultural Affairs deem that the extenuating circumstances are sufficiently compelling to warrant a change to the clerkship schedule, they will work with clerkship directors and the Registrar's Office to ensure that the student's request is accommodated without the change in schedule negatively impacting the educational quality during a clerkship block or at a clerkship site location.

Bloodborne Pathogen Exposure Policy

Updated Spring 2024

WHAT TO DO AFTER POTENTIAL EXPOSURE TO BLOOD-BORNE PATHOGENS

Time is crucial. Act quickly as follows:

- Wash exposure site thoroughly with soap and water (or water only for mucous membranes).
- Notify your supervising resident, attending, AND nurse manager (OF THE SOURCE PATIENT FLOOR) who should request source-patient's clinical information and bloodwork (e.g. HBsAG, HCV Antibody, HIV) unless HIV, HBV, HCV status is already known.
- Notify your overall Clerkship/Rotation Director AND, when relevant, your Site Director.

On campus or close to campus:

- Call Student Health Services (SHS) 732-235-5160 (8am-4pm M-F).
- After hours: Go to nearest Emergency Department.
- Please identify yourself as a MEDICAL STUDENT to be BILLED AND TREATED as a PATIENT, NOT a worker's compensation case, with bloodborne pathogen exposure.

Off campus, go immediately to:

- After hours: Go to nearest Emergency Department or call 866-HIV-CHEC (866-446-2432) for advice & locate the nearest ED.

It is very important to report ALL exposures and get follow-up care at:

- Student Health Services 732-235-5160 (317 George St, New Brunswick, NJ).
- Get appropriate tests (e.g. HIV, HBV panel, HCV, CMP, amylase, CBC, urine pregnancy test) done when indicated.
- Get risk-assessment counseling and chemoprophylaxis (if needed). If elected, chemoprophylaxis should begin as soon as possible after exposure, best within two hours of exposure.
- Complete Online Injury Report for Students or Public at <http://riskmanagement.rutgers.edu/faculty-staff-information/reporting-injury-or-illness>
- Send bills to your insurance company: send any unreimbursed expenses to your Student Affairs Dean.

- Please call SHS for any other occupational exposure including airborne (e.g., Covid-19, Influenza, Ebola, Tuberculosis, SARS, MERS, MRSA).

Education Integrity and Conflict of Interests Policy

6/2024

In order to maintain the integrity of the evaluation process in all courses, clerkships, electives and graduation requirements, a RWJMS student should never be graded by a RWJMS faculty member or a non-faculty physician, who has seen the student as a patient.

Students who choose to seek medical care from physicians within the faculty practice cannot subsequently choose or be assigned to rotate with those physicians as faculty preceptors in core clerkships or electives, as this is a conflict of interest.

Students should never be graded by an evaluator with whom they have a relationship, family member or friend. Similarly, students cannot be evaluated by an individual who is in a group practice with a relative or friend of a student.

A conflict of interest might occur when a faculty or staff member has a relationship that may conflict with, or prevent, a person from carrying out duties or exercising good judgment in an independent way, with matters that involve grading or evaluation. It is the responsibility of the faculty member to communicate a potential conflict with a course, clerkship, selective or elective director or Student Affairs Dean. When any potential conflict exists, faculty should decline supervision in any educational activity that will result in a grade or evaluation.

In situations where a conflict has not been identified by a faculty member, but a student believes one may exist, the student must notify a Student Affairs Dean of the potential conflict.

RWJMS STUDENT CONFLICT OF INTERESTS ATTESTATION

I _____ attest that I have received and read the RWJMS Education Integrity and Conflict of Interests Policy. Moreover, I agree that I will make the required notifications as outlined above. I acknowledge that failure to provide required notification of potential conflicts will result in a report to my Department Chair (for a faculty) or a submission of a Professional Conduct Form (for a student).

Signature _____

Date _____

Elective Policy

6/2024

1. Successful completion of sixteen weeks of electives is required for graduation.
2. There is time available in the M3 and M4 years for electives.
3. In third year, students are encouraged to take electives that will help them explore possible career paths, broaden their exposure to fields outside of the required clerkships, or gain more in-depth experience in a discipline.
4. In fourth year, students are encouraged to take electives which offer a variety of experiences: electives that will help prepare students for residency, electives at institutions or in cities the students are considering for residency, electives that broaden knowledge base through exposure to areas of medicine outside the students' planned residency programs, and/or electives that provide exposure to medical practice in another country.
5. There is no restriction on the total number of electives that may be completed, the number of electives that can be completed in a given field, or the number of electives that can be done at another institution.
6. Longitudinal electives may be used to fulfill up to four weeks of elective time (two weeks maximum per academic year in the M3 and M4 years, with a special exception permitted for a third week in each academic year when the Promise Clinic Elective or the Vaccine Clinic Elective is involved). The Promise Clinic Administration Elective may also provide supplemental elective credit, as has been approved by the Curriculum Committee.
7. Students wishing to complete an elective not listed on the elective website may do so by creating an Individually Designed Elective (IDE) and having that IDE approved by a Dean of Student or Multicultural Affairs and the Registrar's Office.
8. No more than eight weeks of elective credit will be granted for any single experience, with the exception of another degree program as outlined in the Academic Rules & Regulations.

Holiday Policy

6/2024

There are no pre-clerkship course activities scheduled on University holidays. All M3 and M4 clerks are excused from their Clerkship responsibilities at all sites on all University holidays.

Policy on Adverse Events, Including Inclement Weather

6/2024

Adverse events may occur during a term. An adverse event is any event that disrupts University

operations and results in the partial or full closing of campus.

Adverse events include, but are not limited to, inclement weather, fire, natural disaster, war, labor disturbances, loss of utilities, riots or civil commotions, epidemic, pandemic, or public health crisis.

The President of the University or designee is authorized to cancel classes due to an adverse event. The University will post important information and updates about our campus operating status (e.g. class cancellations, office closings, delay opening, etc.) at the following link:

<https://newbrunswick.rutgers.edu/operating-status>

If the medical school is open, students are expected to attend required sessions, unless they are scheduled to be at a clinical site that closes, or unless travel or presence at the site would pose a significant threat or concern for safety. If a safety concern exists, the student is responsible for notifying the relevant course/clerkship/elective director(s) about any lateness or absence as soon as possible. The student is also responsible for completing any missed work.

If the medical school is closed due to inclement weather or another adverse event, but the clinical site to which a student is assigned is open, students should follow the relevant policy of their assigned clinical site, unless travel or presence at the site would pose a significant threat or concern for safety. If a safety concern exists, the student is responsible for notifying the relevant course/clerkship/elective director(s) about any lateness or absence as soon as possible. Makeup work would be at the discretion of the course/clerkship/elective director(s).

University closures due to inclement weather are not provided during weekends. Students with weekend clinical responsibilities are urged to use good judgement and caution when traveling. If a safety concern exists, the student is responsible for notifying the relevant clerkship/elective director(s) about any lateness or absence as soon as possible, and they are also responsible for completing any missed work.

Independent Study for the USMLE

6/2024

1. Eligibility for Independent Study:

- Applies to students who fail their first attempt at USMLE Step 1 or Step 2.
- Independent Study is not for students who have not yet taken the relevant Step exam.
- Students may request a three-month Independent Study period to prepare for their retake.
- Schedules will be adjusted during this period.

2. Conditions for USMLE Step 1:

- Students must take Step 1 within ten weeks of the start of the Academic Year that immediately follows their completion of the pre-clerkship curriculum, or they will be placed on Leave of Absence and have any clerkships, rotations, and electives on their schedule dropped.
- Students must take Step 1 before starting any clerkship, rotation, or elective for credit.

- Students needing more study time will be placed on leave of absence and must pass Step 1 before resuming the curriculum.
3. Steps to Request Independent Study:
- Develop a study plan with the Cognitive Skills Program, including completing and sharing assessment results.
 - The plan must be approved by a Cognitive Skills Program faculty member and submitted to a Dean of Student or Multicultural Affairs.
 - The Dean can authorize up to three months of Independent Study.
4. Extensions:
- To extend Independent Study, students must submit a progress report signed by Cognitive Skills faculty and a Dean of Student or Multicultural Affairs.
 - One three-month extension is permitted per academic year, and a maximum of four total periods of Independent Study are permitted across all years of enrollment.
5. If Extension Criteria are Not Met:
- Students needing more time will be placed on Leave of Absence and are not eligible for financial aid during this period.

Lab Use Agreement Policy

Introduction

The anatomy lab provides a unique opportunity to better understand the human body. For most students, working with cadavers will be a novel experience and one that may be accompanied by feelings of apprehension and/or anticipation. As with all new experiences, questions may arise, such as:

- *How did Robert Wood Johnson Medical School procure the cadavers?*
- *What are the health and safety requirements?*
- *Are there specific rules about working with human cadavers?*

This user agreement will address these questions and concerns while delineating the rules and expectations that students must adhere to participate in the anatomy lab.

Attestation Requirement

Before entering the cadaver lab or viewing cadaver images, all students must carefully read and electronically submit attestation to this *Cadaver Lab User Agreement*. The link for the required attestation is located at the end of this document.

By reading and signing the attestation, lab users acknowledge their understanding and commitment to these guidelines, ensuring a respectful, safe, and productive learning environment for all. Working in the anatomy lab is a privilege and, as such, is subject to being revoked if a student fails to follow any of the procedures or policies stated in this document. Please note that severe infractions could lead to disciplinary action.

Cadaver Donor as First Patient

The anatomy lab is where students interact with their first patients and greatest teachers: their cadavers. Cadaver donors must be treated with the same dignity and respect afforded to living patients. All of the cadavers at our school are procured through ethical and legal means, with bequeathal to our [Anatomical Association](#). It may be comforting to know that our donors made a conscious choice to donate their bodies for the express purpose of medical education, which is truly the ultimate gift. The people who donate their bodies to this program are all residents of New Jersey. Be mindful that our donors were family members and friends of people living in our state and that the relatives of our donors have entrusted their loved ones' bodies to our care before final cremation.

Out of respect for the individuals who have donated their bodies and the families of the donors, the following rules of conduct will be upheld:

- **Respect and Dignity:** Bodies of individuals must be treated with respect at all times. Inappropriate behavior that may be perceived as being disrespectful of our donors is not permitted. Any kind of insulting comments or behaviors directed toward the deceased will not be tolerated. Out of respect for our donors (and their families) as well as for faculty, staff, and fellow students, proper decorum is expected at all times in the lab.
- **Confidentiality:** The identity of cadavers must remain confidential to people outside of the course and lab. The federal government, through the HIPAA program, has regulated privacy issues regarding patients in healthcare settings. For students preparing for healthcare professions, this lab will provide an opportunity to begin practicing the privacy policies enforced in clinical medicine.
- **Access:** Visitors are NOT permitted in the lab. Anatomy students must wear their identification badges to every laboratory session and anyone who is granted access to learn from resources in the lab is expected to properly maintain the cadaver and clean/put away all instruments, resources, coats used during lab.
- **Tissue and Body Part Retention:** All tissues and body parts must remain in the anatomy lab.
- **Proper Care:** Cadavers must be kept covered and moist when not in use. NEVER leave an unattended cadaver uncovered.
- **Dissection and Study:** While students are encouraged to review multiple cadavers in the lab, dissection/prosection study is limited to your assigned table during scheduled times.
- **Lab Manual Adherence:** Students are expected to follow the instructions in our school's lab manual. The practice of surgical techniques, including suturing, is prohibited without prior approval from the course director.
- **Prohibition of Media, Recording, and Food/Drink:** Playing music or other broadcast or recorded programs is prohibited in the lab. Photos, videos, or other electronic recordings are not allowed in the lab. There is no recording of cadavers, models, and articulated skeletons. No selfie-photos/videos or photos/videos of other students are permitted. Food/drink is NOT permitted in the lab.
- **Reporting:** Report any issues with cadaver donor or lab integrity to the Anatomy Director *immediately*.

Failure to adhere to the rules of conduct stated outlined in this agreement can result in the filing of a Professionalism form and the suspension of the use of the lab by the class. Severe violations may warrant more severe consequences.

Anatomy Laboratory Studies

Working and learning in the anatomy laboratory is for many a rewarding and memorable experience in their education. Because the anatomy lab is where students interact with their first patients, the cadavers, and it is commonly their first experience with mortality, the initial days in the lab can be stressful. This is written in the hope that the information provided might make your experience in the gross anatomy laboratory less stressful and more enjoyable.

Cadaver lab study is crucial for learning about the human body. Cadavers are in short supply in some medical schools, thus restricting student dissection. We are fortunate here in having adequate cadaver resources, entirely by means of bequeathals. Treat the cadaver with respect. Use the body thoroughly. Most of you will not have the opportunity to do so again. It may be necessary for most of you to spend time each week outside of class hours to keep up with the study schedule. However, do not neglect the regularly scheduled laboratory hours, for these are the hours when instructors are available in the laboratory.

The anatomy lab and the lab guide resources are designed to supplement your learning and should be the focus of a good deal of your studying in anatomy. The anatomy lab and lab guide provide you and your team with an active learning environment, which greatly facilitates mastery of the material. The anatomy content is not intellectually overpowering but the volume of it can be a challenge to master. We believe that disciplined study habits work best and strongly advise against trying to “cram” as a study strategy.

Before Lab

- **Pre-Read:** Read through the lab manual before lab. Fluency in basic anatomical terminology is essential for following many of the instructions within the lab manual. Make sure you can define and apply all of the directional terms used for that lab such as medial, anterior, deep, or superior. Do not spend this preview time trying to memorize the content but just read over it so that you become familiar with the terminology. This will make your lab time much more productive and save you study time later. Furthermore, you will navigate through cadaver structures better if you have an idea of what you are looking for and where it should be.
- **Map:** As you read through the lab guide, use an atlas for additional reference images that demonstrate structures. Assemble an organized and labeled list of the atlas images in the sequence needed to guide your study.
- **Watch the Videos:** Videos are presented for the cadaver labs as students learn about the dissection process and about how the structures are tied to clinical applications. While reading the lab manual, use the links to watch the videos.

During Lab

- **Attendance:** Student attendance is required, and team members are expected to work together with full participation and professionalism. Spot checks on attendance will occur occasionally.
- **Participation:** During lab, team members work together to complete the steps delineated in the lab guide. Members will take turns in different TeamSTEPPS roles and each member is expected to fully contribute to the discussion. Team members should coordinate rotations of TeamSTEPPS roles. Teams should use shared team documents, such as atlas images, that all members can contribute to and access.
- **Goals:** The lab goals are accomplished by accurately following the detailed descriptions in the lab manual to identify structures and learn relationships and clinical relevance. Some instructions are very specific about how to find or isolate a structure and others simply instruct on how to identify a structure once revealed. Refer to the appropriate images in the atlas and lab manual throughout lab study. Use an atlas as a reference throughout lab studies to (1) recognize landmarks and surface anatomy at the start of the dissection, (2) understand steps during and at the completion of the dissection, and (3) identify or verify structures. Use the relationships detailed in the lab manual or demonstrated in the atlas image to confirm a given structure on the cadaver donor. Additionally, following these instructions requires an understanding of basic terminology and relationships. Once the structures have been isolated, use this relationship to confirm their identification. For example, in the forearm, the median nerve is located between the flexor digitorum superficialis and flexor

digitorum profundus muscles. By following the process outlined above for each lab, you will be better prepared to translate the lab instructions and correctly identify structures in the lab. You will learn a great deal of anatomy in the process!

Teams

Lab groups will consist of six students per cadaver. The leader/reader will be responsible for communicating instructions and ensuring that the proper atlas figures are displayed. Each lab group will determine the rotation of student TeamSTEPPS roles. Remember that advanced independent preparation for labs is important. Lab group assignments are listed in the course website.

Resources

- **On-line References:** Each student has access to on-line resources, including the in-house lab manual and an atlas. These resources should be used for advanced preparation for lab and during lab. You can access the lab manual on your personal computer/tablet for study.
 - The **lab manual** is an on-line resource that provides step-by-step instructions for each session and includes texts, images, videos, and links to other relevant content. The manual and other didactic elements in your courses complement each other. For example, the clinical descriptions within the manual are intended to foster the development of clinical reasoning skills and help with the application of the anatomy that is being learned during team discussion in the lab. Students should use the manual to prepare before lab, reference during lab, and review after lab. For lab, students are strongly encouraged to bring a personal tablet device in a transparent, resealable, zipper storage bag so that personal study content is more readily accessible in a more portable form by the cadaver table.
 - On-line **atlases and textbooks** used in this course are available through the Rutgers Library.
- **Facilitators:** Instructors will be available to assist during scheduled lab studies. Although the instructors aim to be helpful, teams should try to work as independently as possible. The most appropriate questions are those that show forethought, that is, those that involve problems of understanding, or confusion with reference information. If a structure cannot be found after a team makes a reasonable attempt to find it, ask for help from an instructor and be prepared to show some idea of where the structure ought to be. When identifying a structure, do so not by the fact that it appears to be in the general region where it ought to be, but rather by some objective criteria. For example, if it is an artery, is it branching from a larger artery as described in the text or does it lie in the appropriate spatial relationship to an adjacent bone, nerve, etc.?
- **Lab Aids:** At times **bones and/or models**, as well as hard copies of in-lab **atlases**, may be available for study. These resources can serve to guide your learning in the lab. Use atlases and models to help confirm structures in the cadavers. It is essential that the cadavers are properly cared for as a sign of respect for the donor and your fellow students.
- **Cadaver Donors:** **Cadaver donors** are the most important educational resource for your studies. The cadaver laboratories will be open outside of scheduled labs for additional study time.

Anatomy materials (cadavers, models, bones, etc.) may NOT be removed from the laboratory at any time. Please be careful with all educational resources. They are not only expensive, but they are also difficult to repair or replace. If you do damage or discover a damaged model or skeleton, please report this immediately to the Anatomy Director. You will not have to pay for the damage.

Lab Safety

Embalming

Cadavers are prepared for study through the process of embalming. Embalming involves injecting

specific fluids into the arteries (often the carotid artery) where they will spread through the arteries, capillaries, and veins to the organs and tissues of the body, aiding in preservation. Embalmed cadavers are stored for approximately six months before being dissected. The primary components of the embalming fluid are alcohol and phenol. Phenol is flammable, caustic, and volatile at full strength. The diluted phenol in use poses a limited health risk but direct contact with the skin, eyes, or mouth should be avoided.

Cadaver Maintenance

Cadavers are placed on tables covered with a moist terry cloth towel and wrapped in a plastic sheet to limit evaporation. The toweling and the cadavers are kept moist by administration of a *wetting solution* made up of 60% water, 20% Simple Green Lemon (emulsifies adipose to maintain moisture), and 20% Simple Green D Pro 5 (disinfectant to suppress the growth of pathogens that cause odor and breakdown of cadaveric material). This fluid is located throughout the lab in bottles under the tables and in carboys at the sinks. Keeping cadaveric tissues moist (by spraying with the wetting solution and covering the parts not being studied) is critical because desiccation will quickly limit study and full restoration is not likely.

Personal Protection

In addition to the specialized ventilation of the lab, exposure to toxic chemicals in the laboratory is minimized by the use of protective clothing. The following use of personal protective gear and procedures is expected of anyone entering the laboratory:

- Proper wearing of gloves, masks, and safety glasses are required at all times while in the lab.
- Lab coats and scrubs (or similar) should be worn at all times while in the lab.
- Open-toed shoes, sandals, or flip-flops are prohibited in the lab.
- Long hair should be tied back.
- If for any reason you feel hot or faint, it is important to tell someone who will assist you in leaving the lab. While most people tolerate and adapt to the air in the lab, some will be more sensitive to odors.
- The door to the lab must remain closed and locked at all times. If you see that the lab door is open, be sure to close it.
- Only individuals who have active ID card access for the gross anatomy lab or whom the course director has otherwise approved will be allowed into the cadaver lab.
- Never leave the lab with gloves on. All gloves must be placed in the red biohazard waste containers upon removal. Also, any waste that has been in contact with hazardous chemicals or bodily fluids must be placed in the red biohazard waste containers.
- All scalpel blades must be disposed of in the red sharps containers available throughout the lab. Never attempt to wash a scalpel with an attached blade.
- No food or beverages are permitted in the lab at any time. Maintenance of materials and cleanliness within the anatomy lab are critical safety measures.
- Students should use the following contacts below for reporting and additional information on lab safety:
 - Manager of Educational Services, Ms. Kathy Ann Mitchell 732.235.4510 or kmm557@rwjms.rutgers.edu
 - Manager of Rutgers Environmental Health and Safety Services (REHS), Mr. Peter Skeels 848.445.2550 or peter.skeels@rutgers.edu

Pregnant Students

If a student is pregnant, they should contact Student Affairs as well as the Directors for the Gross Anatomy or Neuroscience laboratory courses. The course director will contact a Health Safety Specialist at REHS, who will inform the student of the potential environmental exposures. The current contact is Mr.

Peter Skeels and he has shared the following information with students. Students should take this information to their OB-GYN physician or another physician who is monitoring their pregnancy.

- Embalming: When a body first arrives at the morgue, 300 ml of 37% formaldehyde is injected directly into the brain. The body is then systematically infused with the following chemicals: Formaldehyde (1.0%), Ethylene Glycol (20%), Isopropyl Alcohol (20%), Phenol (7.6%), Water (50%), Potassium Nitrate (0.2%), Borax (0.2%). The brain is removed from the cranium and stored in a mixture of ethylene glycol (25%) and water (75%).
- SDS List of Chemicals Known to Cause Cancer or Reproductive Toxicity
- Latest Formaldehyde Exposure Monitoring Results

Based on their physician's recommendations, students may wish to take the lab, or to opt-out of all or part of the lab. If they opt-out, they can work with the Course Director to discuss options for completing the lab. For example, they may

- (a) take an incomplete and make up the lab after the baby is born.
- (b) use online materials to study, but take the lab practical with the rest of the class.
- (c) use online materials to study, and take the lab practical online as well.

Policy for Absence from Required Activities

Attendance for anatomy labs is required. Please refer to the Pre-Clerkship Core Syllabus for details on this policy and for information on submitting an excused absence request.

Final Perspective

Be mindful of the fact that some people feel apprehensive about working with cadavers. This is understandable and a very natural reaction given that for many students this is their first personal experience with the reality of death. However, most people feel comfortable working with the bodies after a short period. The faculty and staff are committed to making this educational experience as supportive and comfortable as possible, and those students who are having a difficult time adjusting should contact us for guidance.

Remember, the donors made a deliberate choice. They chose to provide a unique learning opportunity for you - to study the human body without the inhibitions of learning from a living patient. Take time to reflect on the generous gift given to you by a stranger for the benefit of your medical education and demonstrate respect for the cadavers at all times. The cadavers have a great deal to teach us, especially if we are open to learning from them and take full advantage of this wonderful opportunity.

Agreement

By submitting [this attestation](#), you acknowledge that you have read and understood all sections of the lab user agreement and that you will adhere to the described conditions.

Narrative Feedback Policy

It is the policy of Robert Wood Johnson Medical School that all required course and clerkship directors should, whenever teacher-student interactions permit, provide all students with a narrative assessment of their performance. The narrative assessment should include feedback and observations related to one or more of the following: behavior, attitudes, interpersonal skills, interactions with peers and faculty, and/or professionalism and should identify strengths as well as specific areas for improvement.

Student Ombudsperson

What is a student/housestaff ombudsperson?

Each RBHS Dean has appointed an ombudsperson as a designated, confidential resource for students and housestaff (“visitors”) seeking information or solutions to problems. The unique nature of the ombudsperson is one of neutrality, impartiality and independence from the Schools’ and University’s established administrative structures. Thus, the ombudsperson is not a student/house officer advocate and does not represent the student’s or house officer’s interests. The ombudsperson is also not an agent of the institution, is not responsible for academic or disciplinary decisions concerning students or housestaff, and is independent of all administrators who have notice, compliance, regulatory, enforcement, adjudicatory and disciplinary functions such as deans or program directors. Instead, the ombudsperson aims for fairness, and impartially considers the interests of all parties. The ombudsperson does not make decisions, render judgments or administer sanctions. Instead, she or he identifies options, provides information, refers visitors to other resources if appropriate, facilitates communication between people, may mediate disputes or negotiate resolutions between parties, and recommends changes in policy or procedure to School/University administrators.

The assistance of an ombudsperson is informal and non-adversarial, separate from existing formal grievance and complaint procedures. Bringing complaints or problems to the ombudsperson does not constitute placing the University on formal notice. Individuals can always invoke the formal procedures. Sometimes the ombudsperson herself or himself may recommend this course of action and refer the individual to the appropriate office. In any case, the ombudsperson will not participate in a formal process.

Each RBHS School has also identified another individual as a research ombudsperson whose focus is on research disputes and problems. This person is available to assist faculty and staff as well as students and housestaff on issues related to research.

Relationship with the Dean, School/University administrators, faculty, other students/housestaff: The ombudsperson maintains a great degree of independence within the School and University hierarchy. The ombudsperson is answerable only to the Dean, annually summarizing for the Dean the office’s activities without revealing any personal or confidential information about cases. The ombudsperson also makes recommendations to the Dean for specific and systemic changes and improvements in School policy, procedure, environment, etc., based upon the pattern of problems and complaints brought forward by visitors. The ombudsperson has the full support of the RBHS Office of Academic Affairs, Office Workplace Diversity and Office of the General Counsel. The ombudsperson, in addition, is authorized to approach any individual — administrator, faculty member, other student or house officer — in pursuit of information, resolutions to problems or complaints, or to make recommendations.

Confidentiality

The ombudsperson strives to maintain confidentiality and respect privacy to the maximum extent permitted by law. The ombudsperson will not keep records with any personally identifiable information,

and usually will not share any information received from visitors without the visitors' permission. However there are legal and ethical standards which may require the ombudsperson to disclose certain kinds of information, such as statutory violations, imminent threats of serious harm to an individual (the visitor or others), or to

the University and its property, or about serious misconduct, harassment or the commission of a crime. The ombudsperson must also comply with court orders and valid subpoenas.

The Student Ombudsperson at Robert Wood Johnson Medical School is Mark Versella, PhD (mark.versella@rwjms.rutgers.edu). The Ombudsperson is a confidential resource for students and house staff seeking information or solutions to problems. The unique nature of the ombudsperson is one of neutrality, impartiality and independence from the School's and University's established administrative structures. The ombudsperson aims for fairness, and impartially considers the interests of all parties. The ombudsperson does not make decisions, render judgments or administer sanctions. Instead, she or he identifies options, provides information, refers visitors to other resources if appropriate, facilitates communication between people, may mediate disputes or negotiate resolutions between parties, and recommends changes in policy or procedure to School/University administrators. For more information, visit: <http://ombuds.rutgers.edu/problem-resolution-resources>

Policy on Student Privacy, Student Records Access, and Amendment of Student Records

Rutgers, The State University of New Jersey ("Rutgers") complies with the Family Educational Rights and Privacy Act ("FERPA") and makes public announcement of the law. Under FERPA, a Rutgers student has the right to inspect and review his/her education records within 45 days of the date Rutgers receives a proper request for access to such records. The student has the right to request amendment of education records that the student believes are inaccurate or misleading. Rutgers shall obtain the prior consent of the student before disclosing personally identifiable information contained in the student's education records, EXCEPT to the extent FERPA authorizes disclosure without consent.

FERPA permits disclosure to Rutgers officials with legitimate educational interest in the records being sought. A Rutgers official is a person employed by Rutgers in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Governors or Board of Trustees, a student serving on an official committee such as a disciplinary hearing board, or a student who is assisting another school official in performing his or her job responsibilities. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her job responsibilities.

Robert Wood Johnson Medical School students requesting amendment of education records should write to the Robert Wood Johnson Medical School Registrar responsible for the record and clearly identify the part of the record the student wants changed, and specify why it is inaccurate or misleading. If the record custodian denies the request to amend the record, the student will be notified of the decision and advised of his/her right to a formal hearing. A student will obtain additional information on the hearing procedure after an amendment request has been denied.

If you have further questions about your rights under FERPA, you may contact: Ms. Miranda Alfonso-Williams, HClISSP, CISM, CIPM, CIPT

University Director of Privacy

Rutgers, The State University of New Jersey

Office of Enterprise Risk Management, Ethics, and Compliance 1 Worlds' Fair Drive, Suite 3200

Somerset, NJ 08873

Phone: (732) 235-5762

Policy and Procedures for Student Record Access: Instructions to Faculty and Staff

6/2024

Handling of Student Data by Faculty and Staff

Any faculty or staff member with access to student data is responsible for its proper handling. No matter what the form or content, the faculty and staff member are accountable for handling student records in accordance with the law and University policy.

Student Record Access

FERPA requires that anyone accessing private student records have a "legitimate educational interest" for the information. Examples include:

- Performing a task that is specified in their position description or contract
- Performing a task related to a student's education or to student discipline
- Maintaining safety and security on campus

Obligation to Release Record Information

RWJMS is not obligated to release directory information to anyone. FERPA only states that an institution MAY release information, but there is no obligation to do so. When in doubt, do not release information; contact the Office of Enterprise Risk Management, Ethics, and Compliance and the University Director of Privacy.

Deceased Students

The privacy rights of a student expire with that student's death.

Student Workers

Students who perform institutional functions may be deemed "school officials" with a "legitimate educational interest" in accessing designated educational records of other students. The same requirements and responsibilities for a full-time school official exist for student workers. Student workers must be trained on FERPA no different than if they were faculty or staff.

Subpoenas

All subpoenas are first reviewed by the Office of the General Counsel to determine the appropriate course of action.

Crisis Situations/Emergencies

If non-directory information is needed to resolve a crisis or emergency situation, the University may release that information if the institution determines that the information is "necessary to protect the health or safety of the student or other individuals." Factors considered in making this assessment include, but are not limited to: the severity of the threat to the health or safety of those involved; the need for the information; the time required to deal with the emergency; and the ability of the parties to whom the information is to be given to deal with the emergency.

Posting Grades

It is a violation of FERPA to publicly post grades by the student's name, student identification number, or social security number. Instructors can assign students unique numbers or codes that can be used to post grades. However, the order of the posting must not be alphabetic.

Returning Assignments

Leaving personally identifiable, graded papers unattended for students to view is no different from posting grades in the hallway and is not allowed. If these papers contain "personally identifiable" information, then leaving them unattended for anyone to see is a violation of FERPA. Therefore, consider leaving the graded papers (exams, quizzes, and homework) with an assistant or secretary who would ask students for proper identification prior to distributing them.

Student Correspondence

All Rutgers University students, staff, and instructors are assigned a university managed email account to be utilized for purposes of official correspondence. Instructors may notify students of their individual grades via email, provided the email is sent from a University email account to a University email account. Notification of grades may also be made via the use of a course management website. Students must access their grades after providing their RU NetID and password.

Access to Other Student Records

Instructors are considered "school officials" and have access to class rosters and basic information for students enrolled in their classes. Instructors may not access other student academic records without demonstrating a "legitimate educational interest" in such information.

Parents Requesting Information

Student educational record information is protected under FERPA and parents may not have access to it unless the student has completed the FERPA release form that specifically identifies what information may be released to the parent(s).

Letters of Recommendation

Written permission of the student is required for a letter of recommendation if any information included in the recommendation is part of the "education record" (grades, GPA and other non-directory information).

Tuition Refund Policy

6/2024

Rutgers School of Medicine abides by the assessment of tuition and fee policies set forth in University and RBHS Policy (refer to policies.rutgers.edu for additional information).

Students who withdraw, take an official leave of absence, or are dismissed from the University during the first third of the semester will be granted an 80% tuition refund. No refunds will be made after this time; fees will not be refunded at any time. Students will pay no more than the equivalent of eight semesters of full tuition during their enrollment at Rutgers School of Medicine.

Detailed information regarding tuition refund deadlines for each class can be found on the Academic Calendar.

When the registrar receives a request for leave of absence or withdrawal, a Status Change Form is processed and, if eligible, the student's account is adjusted accordingly. If the student is eligible for a refund, they will receive the amount via check or direct deposit from the Student Accounting and Cashier's Office. Students who receive aid should contact Financial Aid to discuss the return of funds if applicable.

RUTGERS
UNIVERSITY
POLICIES

Academic Integrity Policy

Policy 10.2.13

Updated 6/02/2020

I. Academic Integrity

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational, research, and clinical missions, and violations of academic integrity constitute serious offenses against the entire academic community.

The principles of academic integrity require that a student:

- make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations.
- properly acknowledge and cite all use of the ideas, results, images, or words of others.
- properly acknowledge all contributors to a given piece of work.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions.
- treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the ethical standards and professional code of conduct in the field for which the student is preparing.

Adherence to these principles is necessary to ensure that:

- proper credit for ideas, words, images, results, and other scholarly work, no matter the form or media, is attributed to the appropriate individual(s).
- all student research and work are fairly evaluated, and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity, ethics, scholarship, and professionalism is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community, therefore, bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

To uphold these principles, the University administration is responsible for:

- working with faculty, staff, and students to foster a strong institutional culture of academic integrity,
- providing effective educational programs that create an understanding of and commitment to academic integrity, and
- establishing equitable and effective procedures to deal with allegations of violations of academic integrity.

All members of the University share the collegial responsibility for educating students about the importance and principles of academic integrity. Faculty members are expected to inform students of the particular requirements regarding academic integrity within their specific courses, to make reasonable efforts to minimize academic dishonesty, and to respond appropriately to violations of academic integrity. Additionally, faculty members are strongly encouraged to provide a statement concerning academic integrity and a link to the Academic Integrity Policy on their course syllabi.

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

To create a strong culture that promotes academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).

Some professional schools may have codes of professional conduct that impose additional requirements such as requiring students to report observed violations of academic integrity by others and to self-report such violations.

The University may require that students:

- write and sign this pledge on examinations and major assignments submitted for grading;
- take an online academic integrity tutorial and pass an online examination on academic integrity in their first semester at Rutgers; and
- affirm that they understand the Rutgers Academic Integrity Policy and will abide by it in all of their academic work.

II. Applicability of the Policy

This Academic Integrity Policy applies to all schools and academic units of Rutgers, The State University of New Jersey. Also, most professional schools have codes of professional conduct that students are required to follow. The code of professional conduct for a particular professional school can be found in the student handbook or equivalent document of that school. Each professional school

has the responsibility to educate its students about its code of professional conduct and the penalties for violations. Students are responsible for understanding and adhering to the requirements of this policy and the code of professional conduct for the particular professional school in which they are enrolled.

III. Academic Integrity Violations

A. Types of Violations

This section describes various ways in which the principles of academic integrity can be violated. Examples of each type of violation are provided in this policy. However, neither the types of violations nor the lists of examples are exhaustive.

Plagiarism: Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.

Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are:

- Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted.
- Copying another student's work or answers on a quiz or examination.
- Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved.
- Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.
- Acquiring a copy of an examination from an unauthorized source before the examination.
- Having a substitute take an examination in one's place.

- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.

Fabrication: Fabrication is the invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise. Some examples include the following:

- Citing a source that does not exist.
- Making up or falsifying evidence or data or other source materials.
- Falsifying research papers, reports, or other documents by selectively omitting or altering data that do not support one's conclusions or claimed experimental precision.
- Falsifying patient or client records.
- Falsely documenting experiential and/or internship opportunities that did not occur.
- Providing falsified excuses, documents, or other information to excuse late or missed assignments, or to justify regrading.

Facilitation of Dishonesty: Facilitation of dishonesty is deliberately or carelessly allowing one's work to be used by other students without prior approval of the instructor or otherwise aiding others in committing violations of academic integrity. A student who deliberately facilitates a violation of academic integrity can be subject to the same sanctions as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violation. Some examples are:

- Collaborating before a quiz or examination to develop methods of exchanging information.
- Knowingly allowing others to copy answers to complete a quiz or examination or assisting others to do so.
- Distributing an examination from an unauthorized source before the examination.
- Distributing or selling a term paper to other students.
- Taking an examination for another student.
- Allowing other students access to your work in violation of course policies.

Academic Sabotage: Academic sabotage is deliberately impeding the academic progress of others. Some examples are:

- Intentionally destroying or obstructing another student's work.
- Stealing or defacing books, journals, or other library or University materials.
- Altering computer files that contain data, reports, or assignments belonging to another student.
- Removing posted or reserve material or otherwise preventing other students' access to it.
- Misrepresenting the contributions of others in the group to give more credit to one particular student for one's gain.

Violation of Research or Professional Ethics: Violations in this category include both violations of the code of ethics specific to a particular profession and violations of more generally applicable ethical requirements for the acquisition, analysis, and reporting of research data and the preparation and

submission of scholarly work for publication. Some examples are:

- Violating a canon of the ethical code of the profession for which a student is preparing.
- Using unethical or improper means of acquiring, analyzing, or reporting data in a course research project, a senior thesis project, a master's or doctoral research project, grant-funded research, or research submitted for publication.
- Misuse of grant or institutional funds.
- Violating professional ethics in performing one's duties as a Teaching Assistant or Graduate Assistant.

Violations Involving Potentially Criminal Activity: Violations in this category include theft, fraud, forgery, or distribution of illicitly obtained materials committed as part of an act of academic dishonesty. Some examples are:

- Unauthorized acquisition of an examination from a faculty member or electronic files.
- Selling, buying, or distributing an examination.
- Forging a change-of-grade form.
- Falsifying a University transcript.

B. Levels of Violations

Violations of academic integrity are generally divided into three categories: Level 1, Level 2, and Level 3.

- Level 1 violations may occur as a result of inexperience or lack of malicious intent by the person committing the violation.
- Level 2 violations include misconduct of a more serious character or misconduct that affects a major, significant, or essential portion of work done to meet course requirements. These violations demonstrate premeditation or may have posed harm to others. The student alleged to have committed the violation may have one or more previous violations.
- Level 3 violations represent the most serious breaches of conduct. They may involve a serious violation of a professional code of conduct; may include extreme cases of dishonesty and maliciousness or violations of law; and/or are likely to cause direct harm to others.

The procedures for adjudicating alleged violations of academic integrity are different for Level 1, Level 2, and Level 3 violations. The following examples of violations are not exhaustive. Classification of a given violation is heavily dependent on the exact facts and circumstances of the violation as determined by the Academic Integrity Facilitator (who is appointed in each School to investigate and adjudicate alleged academic integrity) in consultation with the campus Office of Student Conduct or equivalent.

1. Level 1 Violations

Level 1 violations are less serious violations of academic integrity. They may occur because of inexperience or lack of understanding of the principles of academic integrity and are often characterized by a relatively low degree of premeditation or planning on the part of the student committing the violation. These violations are generally quite limited in extent, occur on a minor

assignment or quiz, or constitute a small portion of a major assignment and/or represent a small percentage of the total course work. Below are a few examples of violations that are most often considered Level 1, at least when committed by an undergraduate student as a first-time offense.

- Plagiarism on a minor assignment or a very limited portion of a major assignment.
- Unpremeditated cheating on a quiz or minor examination.
- Prohibited collaboration with another student on a homework assignment.
- Unauthorized sharing of course materials.
- Citing a source that does not exist or that one has not read on a minor assignment.
- Signing in for another student via attendance sheet or clicker in a course where attendance is graded.

2. Level 2 Violations

Level 2 violations are serious violations of academic integrity that affect a more significant portion of the coursework compared to Level 1 violations or are an alleged second violation of this policy. Level 2 violations are often characterized by substantial premeditation or planning and clearly dishonest or malicious intent on the part of the student committing the violation. Below are some examples of violations that are most often considered Level 2.

- A second violation.
- Substantial plagiarism on a major assignment.
- Copying or using unauthorized materials, devices, or collaboration on a major exam.
- Making up or falsifying evidence or data or other source materials for a major assignment, including falsification by selectively omitting or altering data that do not support one's claims or conclusions.
- Distribution of course materials for financial gain.
- Facilitating dishonesty by another student on a major exam or assignment.
- Intentionally obstructing another student's work.
- Participating in an organized cheating scheme.

3. Level 3 Violations

Level 3 violations are serious breaches of conduct, may involve a serious violation of a professional code of conduct, may include extreme cases of dishonesty and maliciousness, violation of law, and/or are likely to cause direct harm to others. Below are some examples of violations that are most often considered Level 3.

- Any violation involving potentially criminal activity.
- Coordinating an organized cheating scheme.
- Having a substitute take an examination.
- Cheating and/or plagiarism on a capstone project, thesis, or dissertation.
- Intentionally destroying another student's work.
- Falsifying patient or client records.

When a student is accused of one or more Level 3 violations that include alleged violations of law or a professional code of conduct, or when it is reasonable to believe that the student is likely to cause direct harm to others, they may be removed from a course, clinical, or internship setting on an interim basis, with the approval of the dean of the school. The student shall be immediately informed in writing of any interim removal and has the right to appeal to the campus Chief Academic Integrity Officer (who is responsible for administering the Academic Integrity Policy on each campus).

IV. Sanctions

Any violation of academic integrity is a serious offense subject to appropriate sanctions or penalties. Violations of academic integrity may result in academic penalties, educational sanctions, and/or disciplinary sanctions, and are not limited to the examples below.

A. Academic Penalties

- Requirement to re-submit the assignment or complete an alternate assignment.
- A grade reduction for assignment or course.
- A failing grade for the assignment.
- A grade of F in the course.
- A grade of XF in the course, where applicable.

B. Educational Sanctions

- An assigned paper or research project related to ethics or academic integrity.
- Participation in a workshop or seminar.
- Service to the University community.

C. Disciplinary Sanctions

- Disciplinary reprimand.
- Disciplinary probation.
- Dismissal from a departmental or school program.
- Denial of access to internships or research programs.
- Loss of appointment to academic positions.
- Loss of departmental/graduate program/school endorsements for internal and external fellowship support and employment opportunities.
- Removal of fellowship or assistantship support.
- Suspension for one or more semesters.
- Requiring a delay in the completion of a professional program.
- Dismissal from a graduate or professional program.
- Expulsion from the University with a permanent notation of disciplinary expulsion on the student's transcript.
- Degree or certificate revocation.

Note: Any of these sanctions may have an impact on financial aid, scholarship, or fellowship eligibility, or scholastic standing.

V. Policies for Addressing Alleged Violations of Academic Integrity

A. Standard of Proof

The standard of proof in academic integrity cases is by the preponderance of the evidence, which means that the person or hearing panel deciding the case finds that it is more likely than not that the accused student is responsible for the alleged violation.

B. Reporting and Adjudicating Alleged Violations

Procedures for adjudicating alleged violations of academic integrity are described at academicintegrity.rutgers.edu.

C. Withdrawal and Assignment of Grades during the Disciplinary Process

Once a student has been notified of an alleged violation of academic integrity related to a course, the student may not drop the course until the disciplinary process is completed. Students may request permission to withdraw retroactively from the course after the disciplinary process is completed unless the sanction issue includes an F or XF grade in the course, or a C grade for graduate students.

If the student wishes to withdraw from all courses while a case is pending, that request must be approved by the Dean of the school in which the student is enrolled, in consultation with the Academic Integrity Facilitator.

If a faculty member must submit a final course grade before the disciplinary process for an alleged violation of academic integrity is completed, the accused student shall be given a TZ grade or similar (e.g., Incomplete) until the disciplinary process is completed.

D. Removal of an XF Grade

Requests for removal of the X from an XF grade must be submitted in writing to the appropriate Campus Appeals Committee. Such requests will not be considered until at least 18 months from the time of the violation that resulted in the XF. In order for the request to be granted, the student, at a minimum, following the original violation, must have an exemplary record with respect to academic integrity, must have completed a Rutgers academic integrity workshop or seminar, and must satisfactorily answer a required series of essay questions on why the X should be removed. The Campus Appeals

Committee shall make the

final decision concerning the request. If the request is denied, the student must wait another year to submit another request.

Acceptable Use Policy for Computing and Information Technology Resources

Updated 4/6/21

Policy 70.1.1

1. Policy Statement

Access to the University's information technology resources is a privilege that requires each authorized member to act responsibly and guard against inappropriate use and abuse. Therefore, both the community as a whole and each individual user have an obligation to abide by the following standards of acceptable use.

2. Reason for Policy

This policy outlines the acceptable use of University information technology resources, which include, but are not limited to equipment, software, networks, systems, data storage devices, media, facilities, and stationary and mobile devices used to access Rutgers information technology resources, whether the technology or devices are personally owned, leased, or otherwise provided by the University. Information technology resources also include any and all Rutgers data, records, information, and record systems stored on or retrievable from such equipment, software, networks, systems, data storage devices, media, and facilities, or stationary and mobile devices.

3. Who Should Read This Policy

All members of the Rutgers University community.

4. Resources

University Policy: Information Technology - Section 70

University Policy: Clinical, Compliance, Ethics & Corporate Integrity - Section 100

University Policy 50.3.7: Copyright Policy

University Policy 60.1.12: Policy Prohibiting Discrimination and Harassment

University Policy 70.1.2: Information Classification

University Policy 70.1.3: Incident Management

University Policy 70.1.6: Email and Calendar Policy

Guidelines for Use of Email for Official Purposes

5. Definitions

Availability - The expectation that information is accessible by the University community when needed.

Confidentiality - The state of keeping information and/or materials private, with only authorized individuals, processes, and systems having access to view, use, or share.

Guidelines - Advice on the ways to comply with policy, written for non-technical users who have multiple options for secure information handling processes.

Integrity - The expectation that the University's information will be protected from intentional, unauthorized, or accidental changes.

Procedures - Step by step instructions and implementation details for personnel to perform specific tasks in ways that ensure that the associated preventive, detective, and/or response mechanisms work as planned.

Technology Standards - Established requirement of technical configuration parameters and associated values to ensure that management can secure University assets and comply with University policy and regulatory requirements. It is a formal document that establishes uniform engineering or technical criteria, methods, processes, and practices.

6. The Policy

A. User Responsibilities

- i. Privacy – Because the primary use of the University's communications and business systems is to further the institutional mission, members of the University community should not have the expectation of privacy in their use of electronic systems, whether work-related or personal. By their nature, electronic systems may not be secure from unauthorized access, viewing, or infringement. Although the University employs technologies to secure its electronic resources and does not monitor the content on a routine basis, as a rule confidentiality of electronic data cannot be assumed and the University reserves the right to examine all files and content without notification.
- ii. Intellectual Freedom – It is the policy of Rutgers, the State University of New Jersey, to allow access for its community to local, national, and international sources of information and to provide an atmosphere that encourages the free exchange of ideas and sharing of information. Nevertheless, the University reserves the right to limit or restrict the use of its information technology resources based on applicable law, institutional policies and priorities, and financial considerations. Violations include but are not limited to:
 - Certain categories of speech – defamation, obscenity, and incitement to lawlessness – not protected by the Constitution. The University reserves the right, at its sole discretion, to decline to post, to remove posted content, or to restrict University web sites or computer accounts which contain or are used for personal expressions of a non-academic nature.
- iii. Each user may use only those information technology resources for which he or she has authorization. Violations include but are not limited to:
 - failing to take reasonable and necessary measure to safeguard the operating integrity of systems

and their accessibility by others;

- sharing passwords or log-in IDs. Users are responsible for any activity conducted with their computer accounts;
 - using resources without specific authorization;
 - using another individual's electronic identity;
 - accessing files, data, or processes without authorization.
- iv. Information technology resources must be used only for their intended purpose(s) relating to University business. Violations include but are not limited to:
- misusing software to hide personal identity, or to interfere with other systems or users;
 - misrepresenting a user's identity in any electronic communication;
 - using electronic resources for deceiving, harassing, or stalking other individuals.
 - sending threats, "hoax" messages, chain letters, or phishing;
 - sending mass emails to the Rutgers community without following proper procedures;
 - intercepting, monitoring, or retrieving without authorization any network or other electronic communication;
 - using University computing or network resources for private advertising or other private commercial purposes;
 - circumventing, disabling, or attempting to circumvent or disable security mechanisms without authorization;
 - using privileged access to University systems and resources for other than official duties directly related to job responsibilities, with the exception of incidental private use;
 - making University systems and resources available to those not affiliated with the University;
 - using former system and access privileges without authorization after association with the University has ended or using system and access privileges to a former organization's resources without authorization after the transfer to the new organization.
- v. The access to and integrity of information technology resources must be protected. Violations include but are not limited to:
- Using third party, cloud and non-cloud, systems not authorized or approved by OIT's Information Security Office to transmit, process, or store University data classified as Critical or Restricted per University Policy 70.1.2: Information Classification;
 - creating or propagating malware, spyware, computer viruses, worms, Trojan Horses, or any other malicious code;
 - preventing others from accessing an authorized service;
 - developing or using programs that may cause problems or disrupt services for other users;
 - degrading or attempting to degrade performance or deny service or to waste or unfairly monopolize computing resources;
 - corrupting or misusing information;
 - altering or destroying information without authorization.
- vi. Applicable State, federal, and local laws and University policies must be followed. Violations include but are not limited to:

a) Laws

- failure to respect the copyrights and intellectual property rights of others;
- making more copies of licensed software than the license allows;
- downloading, using, or distributing illegally obtained media (e.g., software, music, movies);
- uploading, downloading, distributing, or possessing electronic content explicitly prohibited by State, federal or local law (i.e., child pornography).

b) Policies

- accessing, storing, or transmitting information classified as Critical or Restricted (e.g., social security numbers, patient health information, driver's license numbers, credit card numbers) without a valid business or academic reason or transmitting such information without using appropriate security protocols (e.g., encryption);
- distributing data/information classified as Critical or Restricted, unless acting as an authoritative University source and an authorized University distributor of that data/information and the recipient is authorized to receive that data/information;
- transmitting unencrypted Critical or Restricted information over open public networks such as the internet or unencrypted email;
- using social media to communicate or store University data/information classified as Critical or Restricted;
- using third party cloud storage or data sharing tools (i.e., iCloud, Carbonite, Dropbox) to store University information classified as Critical or Restricted without prior OIT approval.

vii. University business should be conducted using University-provided information technology systems, resources, and services.

viii. Accessing information and Records: Recognizing that not all circumstances can be anticipated, access to information and records residing on University information technology resources will ordinarily be governed by the following:

a) University Responsibilities: The University's obligations in relation to information technology resources include ensuring compliance with applicable laws and University policies and procedures, protecting the integrity and operation of its resources, and preserving information as necessary to protect the interests of the University and to enable it to satisfy these obligations. Accordingly, the University may access Rutgers-related electronic information on any device on which it is stored or may be accessed, and may access a user's records and information stored on University information technology resources systems or equipment for the above-mentioned purposes. Such access must be for specific, articulable reasons, must be appropriately circumscribed, and is limited to authorized personnel. The University understands that some users may have personal information and/or records on University systems and it respects the privacy of all users as to such information insofar as possible in complying with its above-mentioned obligations.

i. Standards for Accessing or Monitoring Information and Records: The University may access or monitor any/all information, records, record systems, and/or information technology resources in the following circumstances:

1. As necessary or appropriate to avert reasonably anticipated or already apparent threats or hazards to University information, records, or information technology resources. An example includes scanning to detect computer viruses;
2. As and when required by law or to comply with legal or contractual obligations of the University;
3. In connection with a legal proceeding in which the Office of General Counsel is involved or an investigation conducted by or on behalf of the Office of Employment Equity or University Ethics and Compliance, for which access is necessary or appropriate;
4. When there is reasonable cause to believe that the employee has engaged in misconduct, has violated University policies or regulations, or may have used University resources improperly and that the information and records to be accessed or monitored are relevant to the misconduct or violation in question;
5. When the University otherwise has a legitimate need to access the information, records, or information technology resources.

Reasonable efforts will be made to notify the individual of the need for access to information or records in which the individual has a substantial personal interest in information or records stored on or transmitted through the University's information technology resources or other electronic system unless prohibited by law, inconsistent with University policy, or inconsistent with the University carrying out its normal operations and/or aforementioned obligations.

- ii. Preserving and Protecting Records: In circumstances where the University determines that there may be a specific risk to the integrity or security of records, data, information, or information technology resources, the University may take measures to protect or preserve them. For instance, the University may take a "snapshot" of a computing account to preserve its status on a given date, copy the contents of a file folder, or restrict user access to information technology resources in whole or in part.

b) Employee Obligations

- i. Standards of Employee Conduct for Accessing or Monitoring Records: It is a violation of this policy for an employee to monitor information technology resources or record systems or access records beyond the standards established within this policy. It is also a violation of the policy if the University has granted access to the employee (to monitor or access records or systems) and the employee has accessed or monitored records or record systems for purposes other than the purposes for which the University has granted access.

ix. Telecommuting and its Impact to Security and Privacy

University policies, procedures, laws and regulations are applicable at all times. Individuals accessing University resources, systems, and information from alternate places of work (i.e. telecommuting from home, temporary office space, or while traveling) must adhere to all University policies, procedures, laws, and regulations.

a) Information Users Must:

- i. Access University resources, systems, and information via approved secure channels that

enforce the classification of the data in use per University Policy 70.1.2: Information Classification and all regulatory requirements pertaining to the resources.

- ii. Use only University-approved software for conducting University business including but not limited to email, video conferencing, and collaboration software.
 - iii. Use only University-approved devices for conducting University business including but not limited to laptops, computers.
 - iv. Keep University and personal data or email from being co-mingled.
 - v. Ensure all personal devices used to access the Internet (modems, WiFi, etc.) are up-to-date with regard to operating systems, application software versions, and antivirus protection.
 - vi. Adhere to the following practices to protect University information:
 - a. Utilize multifactor authentication,
 - b. Clean desk / clear screen,
 - c. Log off / lock all devices when unattended or not in use, and
 - d. Secure University equipment in a locked drawer or room when not in use.
 - vii. Be alert for fraud, suspicious email, phishing, and scams that will attempt take advantage of the situation.
 - viii. Ensure printed information and other media are protected from theft and accidental disclosure and are disposed of in a manner that enforces the classification of the data (e.g. shredded).
 - ix. Backup and save University work product only to secured network drives.
 - A. Encrypt data classified as Restricted or Critical per University Policy 70.1.2: Information Classification that is to be transmitted.
 - B. Report loss or theft of a Mobile Computing Devices, Removable Media or media immediately to the OIT Help Desk, University Ethics and Compliance, and the Organization of Risk Management per University Policy 70.1.3: Incident Management.
 - B. Non-Compliance and Sanctions
- Failure to comply with this policy may result in denial or removal of access privileges to the University's electronic systems, disciplinary action under applicable University policies and procedures, civil litigation, and/or civil or criminal prosecution under applicable State and federal statutes

Use of Personally Owned Mobile Communication Devices/Recording Devices

Updated 10/10/2013

Policy 60.9.6

DEFINITIONS

- A. Mobile Communication device is defined as any Cell Phone, Pager, Personal Digital Assistant (PDA), MP3 player, headphone, Bluetooth device, or any other wireless device that could be used to access the Rutgers network.
- B. Recording device is defined as any device used to record or intercept any wire, electronic, oral or visual communication, to include, but not limited to, mobile communication devices, including those with picture messaging, tape recordings, other photo devices and the transmission of images through e-mail systems.

LEGACY REFERENCES

- A. Rights & Responsibilities for the Use of University-Accessed Electronic Information Systems, Policy 70.2.23.
- B. Issuance and Use of Mobile Communications Devices, Policy 70.2.5 BACKGROUND

The use of personal mobile communication devices and other electronic devices has expanded rapidly. The University does not wish to unreasonably constrain the use of these devices; however, it has a broader responsibility to: (1) ensure that they are used in an appropriate manner; (2) ensure the integrity of proprietary information; (3) preserve the privacy of employees, and (4) ensure that unauthorized surveillance does not breach the reasonable expectation of privacy in the workplace and learning environment.

POLICY

- A. Mobile Communication Devices – Employees are required to exercise discretion and restrict the use of personal mobile communication devices, in the workplace, or any educational setting. For employees, excessive calls via personal mobile communication devices and/or the use of its multi-media functions (games, internet, videos, music) can interfere with productivity and can be distracting to fellow workers. For safety purposes, use of mobile communication devices while driving on University business should be done in compliance with state law requiring the use of hands-free equipment. In addition, the use of headsets and wireless head set technology while operating work- related equipment is a safety hazard and is not allowed.
- B. Recording Devices - As a general rule, recording devices and camera-equipped devices (including mobile communication devices) and their uses are restricted in accordance with state and federal

regulatory guidelines concerning unauthorized surveillance. Employees shall not use the picture-taking functionality of mobile communication devices in the workplace or educational setting. Unauthorized use of cameras at any University- owned facility, including designated research areas, restrooms, or exercise areas without the express written consent of the department manager is not allowed.

- C. Recording Conversations - It is expected that faculty and staff will respect the privacy of other individuals in the workplace and educational setting, and that secret recording of individuals without their knowledge is not compatible with the mission of universities to foster an open exchange of ideas. While realizing that recordings may serve many legitimate academic and workplace purposes, the University does not condone recording of individuals who are unaware that such recordings are being made. In order to promote an environment of trust and collegial academic sharing, the University expects that any recording will be done only with the prior consent of the parties involved. Covert/secret recording of any conversation or meeting occurring at the workplace or educational setting, including any classroom or other educational experience, or conversations or meetings offsite that deal with workplace or educational matters of official concern is prohibited. Examples of such conversations or meetings offsite that deal with workplace or educational matters of official concern are prohibited. Examples of such meetings are promotion interviews, meetings with a counselor or investigator, meetings between a supervisor and a subordinate, etc. Employees are also prohibited from arranging for others, to do any recording of conversations, phone calls or other work or educational activities, unless specifically permitted by the University.
- D. In compliance with the privacy regulations contained in the Health Insurance Portability & Accountability Act (HIPAA), visual and recording devices shall not be used in patient care areas.
- E. The following are the only exceptions to the above provisions:
1. Camera-equipped devices issued by the University to designated employees as part of their performance of certain duties;
 2. When required as an accommodation for an employee who has a documented hearing-impairment or physical challenge and who is otherwise unable to write or conveniently record information or data;
 3. When authorized by a meeting chairperson for the purpose of facilitating the recording of meeting minutes or the taking of notes; or, the recording of investigatory or other hearings;
 4. When an authorized department head or his/her designee grants prior written approval and notice of the recording of an activity restricted to their department. Copies of the written approval must be maintained in the department's files.

5. When cell phones are used in employee break areas during an employee's scheduled break or at University- sponsored social events.
- F. The University shall not be liable for the loss or damage of personal cell phones, multimedia devices or other recording devices brought into the workplace. G. Failure to comply with the provisions of this policy may result in disciplinary action up to and including termination from employment or dismissal from an academic program, depending on the severity of the infraction.

Alcohol and Other Drugs Policy for Students (this policy applies only to students)

10.2.4

Updated 8/02/2021

1. Policy Statement

This policy applies to all students enrolled at Rutgers University as defined in Subsection 5.L.

2. Reason for Policy

Rutgers, The State University of New Jersey is committed to providing a healthy and safe campus environment. The policy states the University's expectations regarding the use of alcohol and other drugs by students and students' responsibilities and obligations in using alcohol and other drugs. Additionally, the policy serves to express, describe, and articulate compliance and obligations with State and federal laws.

3. Who Should Read This Policy

All members of the Rutgers University community.

4. Resources

University Policy 10.2.11: Code of Student Conduct

University Policy 40.1.2: Unrestricted Operating Budget Fund Sources (Formerly State Accounts)

University Policy 60.1.11: Alcohol and Other Drugs Policy

Alcohol and Other Drug Assistance: Camden: 856-225-6005
Newark: 973-353-1236
New Brunswick: 848-932-7884
RBHS: 973-972-6388

Executive Director of Dining Services: 848-932-8040

Health Promotion/Education:

Camden: 856-225-6005 (Health Promotion) Newark: 973-353-1256 (Health Promotion)
New Brunswick: 848-932-1965 (Health Outreach, Promotion, and Education) RBHS: 973-972-6388

New Jersey Division of Alcoholic Beverage Control: 609-984-2830 Office of the Ombudsperson for
Students: 848-932-1452

Rutgers Police Department: Camden: 856-225-6111

Newark: 973-353-5111

New Brunswick: 732-932-7211

RBHS: 973-972-4491

5. Definitions

- A. Alcoholic beverage: Any liquid beverage containing at least one (1) percent of alcohol by volume, including methyl and isopropyl alcohol that is not intended for human consumption.
- B. Area under the jurisdiction: Includes all on- and off-campus property owned, occupied, leased, or used by Rutgers or a recognized student organization. This includes all campuses, research sites, and leased indoor and outdoor spaces or spaces occupied with a user permit, license, or contract for the conduct of performing university business.
- C. Controlled substance: A drug or chemical substance whose possession and use are controlled by Title 21, Section 812, Schedules I through V of the United States Code (also known as the “Controlled Substances Act”). This includes, but is not limited to, narcotics, depressants, hallucinogens, stimulants, and other substances commonly or collectively known as “illicit drugs”.
- D. Illicit drug: A type of controlled substance that is imported, grown, or manufactured illegally. This includes, but is not limited to, heroin, cocaine, amphetamines, ecstasy, marijuana (over 6 oz.), methamphetamine, and lysergic acid diethylamide (“LSD”).
- E. Legally prescribed medication: Includes drugs prescribed by a licensed practitioner and over-the-counter drugs that have been legally obtained and are being used in the appropriate amount solely by the individual and for the purpose for which the medication was prescribed or manufactured.

- F. Manufacture: The production, preparation, propagation, compounding, conversion, or processing of a controlled substance or alcohol. This does not include manufacturing for the intended purpose of scholarly research.
- G. Medical marijuana: The use of cannabis or marijuana, including constituents of cannabis, Tetrahydrocannabinol ("THC"), and other cannabinoids, as a physician-recommended form of medicine or herbal therapy.
- H. N.J.S.A.: New Jersey Statutes Annotated.
- I. Other drugs: Controlled substances and tobacco (including electronic smoking devices).
- J. Possession: Knowing or intentionally possessing a controlled substance and/or having direct physical control over a controlled substance. This does not include possession for the purpose of scholarly research.
- K. Sponsoring: The hosting of an official activity on behalf of the University or a unit of the University.
- L. Student: Any person for whom the University maintains educational records, as defined by the Family Educational Rights and Privacy Act of 1974 and related regulations, and who has not yet been awarded his/her degree from the University. The term student may also include any person who is a non-matriculating student.
- M. Student organization: Any identified group of students who have complied with the formal requirements for University recognition and affiliation and have registered for affiliation with the University.
- N. University sponsored activity: Any academic, co-curricular, extra-curricular, or other activity on or off campus, which is initiated, aided, authorized, or supervised by a student organization.
- O. Under the influence/impairment: Defined without limitation as being impaired or intoxicated by alcohol or controlled substances, smelling of alcohol or controlled substances, or appearing disheveled or unkempt, slurring one's speech, being argumentative, or being incapable of performing the functions typically associated with being a student, and when such conduct is reasonably related to a student's use of alcohol or controlled substances.

6. The Policy

I. Overview

A. As an institution of higher education, Rutgers, The State University of New Jersey, is dedicated to providing the best academic experience possible for all students in a campus environment that maximizes their ability to succeed. Throughout its history, Rutgers has been committed to sustaining an academic culture that both respects individual freedom and promotes the health, safety, and well-being of all members of the University community. The adverse consequences of the misuse and abuse of alcohol and other drugs represents one of the most serious problems on university campuses today. Thus, we take seriously our commitment to maintaining a healthy and safe campus environment that includes the regulation of alcohol and other drugs. We are committed to an environmental management approach that includes education, prevention, intervention, enforcement, treatment, and recovery support.

When students choose to accept admission to Rutgers University, they accept the rights and responsibilities of membership in the University's academic and social community. The University expects all members of the community to take responsibility for their own actions and to act to reduce risks of damage and harm to themselves and to others. Moreover, the University expects every member of our community to use good judgment, common sense, and compassion for one another.

The misuse and abuse of alcohol and other drugs constitutes a threat to the educational mission of the University. Rutgers seeks to provide an environment that reduces or eliminates the adverse consequences of alcohol and other drug misuse and abuse on individuals, groups, and the University as well as respects the rights of those who choose not to consume alcohol or other drugs for any reason. This includes encouraging healthy lifestyles that prevent and discourage underage drinking. Thus, specific procedures have been developed for the use of alcohol and other drugs and will be strictly enforced.

Awareness of this policy is an important component of reducing harm. All members of the University community are responsible for being fully aware of the requirements of University policies related to alcohol and other drugs as well as local, State, and federal laws regarding alcohol and other drugs as outlined in Sections 6.II and 6.III of this policy.

The University is committed to raising awareness about the potential negative consequences of alcohol and other drug use including substance use disorders. Education is an intrinsic component of the University's commitment to reduce or eliminate the harm caused by excessive alcohol and other drug use. In addition, the University recognizes that addiction is a treatable illness and encourages anyone who may have a substance use disorder to seek treatment. This policy is not designed to be punitive for students seeking treatment.

Comprehensive health education and mental health services for students (including alcohol and other drug treatment) are provided on all University campuses. This policy should not be a barrier to students getting help for themselves or for other students.

B. Scope

This policy shall apply to all students, as defined in Subsection 5.L. This policy shall apply to conduct that occurs on property under the jurisdiction of Rutgers as defined in Subsection 5.B, at University sponsored activities as defined in Subsection 5.N, and at events where students are representing the University. Individual University units may develop additional regulations pertaining to their specific jurisdictions that are more restrictive than those set forth in this policy. In all instances, however, this policy is the minimum University standard.

II. Compliance with Federal Law and State Statutes

- A. The sale, provision, serving, possession, and consumption of alcoholic beverages on the Rutgers campuses are regulated by federal and State laws and by local ordinances. All members of the University community are obligated to obey these laws, regulations, and ordinances. The University does not have the authority to alter the laws or secure exemption from them. Members of the University are individually responsible for determining how applicable laws, regulations, and ordinances apply to them, and for obeying them.
- B. As an institution of higher education and an employer, Rutgers is obligated to abide by and enforce provisions in the Drug-Free Workplace Act of 1988, Drug-Free Schools and Communities Act, Smoke-Free Air Act, and State of New Jersey Statutes.
- C. Medical marijuana, while legally permitted in New Jersey, is prohibited on Rutgers campuses due to provisions in the Drug-Free Schools and Communities Act.
- D. Recreational marijuana, while legally permitted in New Jersey for use by those over 21 possessing less than 6 ounces, is prohibited on Rutgers campuses due to provisions in the Drug-Free Schools and Communities Act and the New Jersey Cannabis Regulatory, Enforcement Assistance, and Marketplace Modernization Act
- E. University police officers, in the performance of their duties as assigned, are exempt from relevant provisions of this policy in specific situations and are regulated by State law and departmental policy.

III. Expectations for Students

All members of the University community are encouraged to contribute to a culture of responsible, safe, and legal substance use; support and respect those who choose not to use alcohol and/or other drugs; and avoid dangerous drinking or other drug use and their resulting negative consequences.

A. Legal Restrictions

1. No person shall offer, serve, or make available any alcoholic beverage to a person under the legal age for consuming alcoholic beverages. This section does not apply to a parent
or guardian of an underage person, if the alcoholic beverage is consumed for religious observance, ceremony, or rite (N.J.S.A. 2C:33-17).
2. No member of the University community under the legal age to purchase alcoholic beverages may acquire, possess, or consume alcoholic beverages on any University property or at any University sponsored event (N.J.S.A. 2C:33-15).
3. No member of the University community may sell alcoholic beverages to any person of any age without a license or special permit issued by the New Jersey Alcoholic Beverage Control Commission (N.J.S.A. 33:1-2 and Title 33 of the New Jersey Statutes, generally). (See Subsection 6.IV.C)
4. A person under the age of 21 shall not enter any premises licensed for the retail sale of alcoholic beverages for the purposes of misrepresenting his/her age to purchase an alcoholic beverage (N.J.S.A. 33:1-81).
5. No member of the University community shall knowingly possess or exhibit a document or other writing which falsely purports to be a driver's license, birth certificate, or other document issued by a governmental agency and which could be used as a means of verifying a person's age or other identifying information (N.J.S.A. 2C:21-2.1).
6. No member of the University community shall use the personal identifying information of another to illegally purchase an alcoholic beverage or obtaining tobacco (N.J.S.A. 2C:28-7).
7. No person, regardless of age, may consume or possess an open container of an alcoholic beverage in a motor vehicle (N.J.S.A. 39:4-51a; 39:4-51b).
8. Open containers of alcohol in public areas are subject to municipal ordinances and penalties vary depending on where the campus is located: Camden (Ordinance 129-22); Newark (Ordinance 20:2-7); New Brunswick (Ordinance 9.04-202).
9. No member of the University community may possess, manufacture, distribute, or use drugs, narcotics, or controlled substances and/or paraphernalia containing evidence of such substances on University property except as expressly permitted by law (New Jersey Controlled Dangerous Substance Act; N.J.S.A. 24:21-1 et seq.; 2C:35 and 2C:36, generally; Federal Controlled Substances Act).

10. No member of the University community may distribute or sell prescription drugs to another unless licensed by law to prescribe medication (N.J.S.A. 2C:35-10.5).
11. Smoking of tobacco products and the use of electronic smoking devices is prohibited in any portion of a building that is owned and operated by Rutgers, The State University of New Jersey (N.J.S.A. 26:3D-17). This includes classrooms, lecture halls, auditoriums, residence halls, gymnasiums, playing fields, and other recreational areas. Smoking is also prohibited in all University-owned or leased vehicles. In addition, smoking and the placement of ash urn receptacles is prohibited in areas deemed to be main entrances to buildings owned and operated by the University. (University Policy 20.1.22: No Smoking Policy).
12. Driving Under the Influence (“DUI”) of intoxicating liquor, narcotic, hallucinogens, or habit producing drugs may include the following penalties: fines, fees, and surcharges; license suspension; ignition interlock device; jail time and/or community service (<http://www.state.nj.us/mvc/Violations/dui.htm>). Additional penalties may be assessed for DUI under the age of 21 (N.J.S.A. 39:4-50.14).

B. Helping Others in Need of Medical Assistance

The University encourages all members of our community to help others who are in need of medical assistance due to excessive consumption of alcohol or other drugs by calling 9-1-1.

1. A New Jersey statute (referred to as “Lifeline Legislation”) grants immunity from legal penalties when: (1) an underage person calls 9-1-1 and reports that another underage person is in need of medical assistance due to alcohol consumption; (2) the underage person who called 9-1-1 provides his/her name to the 9-1-1 operator; (3) the underage person is the first person to make the 9-1-1 report; (4) the underage person who made the 9-1-1 call remains at the scene with the person under the legal age in need of medical assistance until assistance arrives and cooperates with medical assistance and law enforcement personnel on the scene. The underage person who received medical assistance and others applicable by law are immune from legal penalties (N.J.S.A. 2C:33-15).
2. An additional New Jersey law called the “Overdose Protection (Prevention) Act” provides immunity from legal penalties, under certain circumstances, for persons seeking medical assistance for someone experiencing a drug overdose (N.J.S.A. 2C:35-30 and 2C: 35- 31).
3. New Jersey law allows a police officer to take people found to be intoxicated in public to a medical facility (N.J.S.A. 26:2B-16).

IV. Alcohol at University Sponsored Activities (as defined in Subsection 5.N)

At events where it is determined that it is appropriate and permissible to serve alcohol, the use of alcoholic beverages at social functions on the Rutgers campuses is restricted to those functions open to members of sponsoring departments/organizations and their invited guests where service of alcohol is restricted to those of legal drinking age as defined by pertinent New Jersey Statutes. Such functions must be restricted to areas designated by the deans, chancellors, or vice presidents. In all cases, State laws governing the dispensing of alcoholic beverages must be observed. The University is dedicated to fostering a healthy social environment for everyone who lives, works, visits, and learns on our campuses. Each member of the University community shares responsibility for its members' collective health and safety. In addition, the University expects its members and visitors to take responsibility for their own actions; to demonstrate respect and regard for the rights, property, and person of all individuals; and to act to reduce risks of damage and harm to both themselves and to others.

- A. Anyone serving alcohol must refuse the distribution of alcohol to any person who appears to be intoxicated, inebriated, or impaired due to alcohol consumption.
- B. In addition, the following items are mandatory for events sponsored by student organizations and strongly recommended for events that are sponsored by University departments/units if students are invited to attend the event:
 - 1. The use of alcoholic beverages is restricted to members of sponsoring organizations/departments and their invited guests.
 - 2. Alcoholic beverages are sold, served, and consumed in a physical setting that is conducive to control and reasonable privacy and in an area designated by the relevant Chancellor or Vice Chancellor (or designee). Attendees may not remove alcoholic beverages from this setting.
 - 3. At least one representative of the sponsoring organization/department is designated to ensure compliance with this policy and monitor the distribution of alcohol. This person must be certified by a nationally recognized educational/training program such as

Training for Intervention Procedures ("TIPS") or Techniques of Alcohol Management ("TAMS"). A licensed bartender may be hired to monitor the distribution of alcohol, but a TIPS/TAMS certified representative of the sponsoring organization/department must be present to ensure compliance with this policy.

- 4. There is an adequate mechanism in place to properly identify of-age drinkers (i.e., verification of picture identification). If it is anticipated that a significant proportion of the attendees will be under the age of 21, a systematic procedure must be used to check IDs and to clearly indicate those of legal age to purchase or be served alcohol (e.g., a single access to the event location monitored by trained

personnel checking IDs and issuing wrist bands to those who are age 21 and over).

5. No alcohol is consumed as part of a competition such as drinking games or chugging contests.
 6. A varied and equal quantity of nonalcoholic beverages is provided.
 7. Food in sufficient quantity for the number of persons present and the amount of alcohol to be served or sold is provided.
 8. Invitations include the name of the sponsoring organization/department. If alcohol is mentioned in the invitation, the availability of nonalcoholic beverages and food also must be included.
 9. If punch or another pre-mixed beverage that contains alcohol is permitted to be served in the location of the event, it must be clearly labeled as containing alcohol.
 10. The sale or service of alcohol is discontinued within a reasonable period of time prior to the anticipated end of the event.
 11. At the end of the event, any alcoholic beverages in open containers are disposed of properly (e.g., poured down a drain) by the event sponsors or by the vendor hired to provide the alcoholic beverages. Any unopened containers of alcoholic beverages are returned to the place of purchase or stored in a secure location for use at a future event. In no case may attendees or sponsors take home any alcoholic beverages purchased for the event.
- C. Any University sponsored activity where alcohol is served and money is collected from the attendees (prior to or at the event) requires a Social Affair Permit from the New Jersey Division of Alcoholic Beverage Control. Permit applications must be signed by the appropriate official on each campus:
1. Camden: Associate Chancellor for Student Affairs
 2. Newark: Associate Chancellor for Student Life
 3. New Brunswick: Executive Director of Dining Services
 4. RBHS: Executive Director of Dining Services
- Alternatively, an outside vendor with a license to serve or sell alcohol may be hired.
- D. Unless otherwise prohibited by school, campus, department, student government, or funding board regulations or restrictions, student activity funds and admission fees may be used to purchase alcoholic beverages in connection with a sponsored event if approved by the senior Student Affairs professional on a campus (or designee) or appropriate School official (or designee).
- E. Per University Policy 40.1.2: Unrestricted Operating Budget Fund Sources (Formerly State Accounts), and Circular, State of New Jersey, Department of the Treasury, Office of Management and Budget, No.:

06-14-OMB, departmentally allocated unrestricted operating budget funds may not be used for the purpose of purchasing alcoholic beverages.

F. University officials may terminate an event at any time if there is a violation of State or municipal laws or University policies. Disorderly persons or those under the influence/impairment of alcohol or other drugs may be removed from the event by law enforcement personnel or other University officials.

V. Compliance with the University Code of Student Conduct

A. Individuals and/or student organizations that fail to abide by University policy and regulations governing the use of alcoholic beverages and other drugs may be subject to disciplinary actions in accordance with established procedures at department, school, and University levels. Failure to abide by the provisions of this policy may result in the denial of permission to use University property and/or funding for future events, as well as other disciplinary and/or legal procedures as appropriate, including suspension or expulsion from Rutgers University.

B. Student organizations are collectively responsible for any action committed by their members, on behalf of the organization, that violates this policy. Disciplinary action against student organizations is separate from action taken against individuals. Facts of an incident may necessitate action against both a student organization and the individual members of that organization who were found to have violated this policy.

C. The following are considered violations under the University Student Code of Conduct:

1. Unlawfully possessing or using drugs, narcotics, or controlled substances;
2. Selling, transferring, or exchanging something in return for narcotics, prescription medications, or illegal substances on University property or between members of the University community;
3. Misusing or misappropriating any prescription, over-the-counter medication, or legal substance;
4. Possessing or consuming alcohol under the legal drinking age in New Jersey;
5. Providing or facilitating the consumption of alcohol by any person without taking reasonable and prudent precautions to ensure that the person is of legal drinking age in New Jersey;
6. Possessing alcohol in areas of campus where alcohol is not permitted;
7. Possessing or using marijuana on a Rutgers University campus

8. Possessing or using medical marijuana on a Rutgers University campus; and
 9. Sharing medical marijuana with individuals who do not have a medical marijuana prescription.
- D. Disciplinary Fines may be imposed for alcohol and drug violations of the Code of Student Conduct.
- E. Specific penalties for individuals found responsible for violations can be found in the University Code of Student Conduct (<https://studentconduct.rutgers.edu/processes/university-code-student-conduct>).

VI. Medical Amnesty from University Code of Student Conduct Violations

- A. Students who seek emergency medical attention for themselves for a condition related to consumption of alcohol or illicit drugs will not be charged with related violations of the Rutgers University Code of Student Conduct ("UCSC"). "Related violations" include those set forth in University Policy 10.2.11: Code of Student Conduct, Section 6.VI.N.

For a student to receive Medical Amnesty protections, they must:

1. Voluntarily present themselves to a health facility or agency for treatment or observation; or
2. Communicate the emergency directly to an emergency medical service or 9-1-1-, or to a University authority, including but not limited to: Rutgers University Police Department ("RUPD"), a Resident or Apartment Assistant ("RA" or "AA"), or a Community Service Officer ("CSO").
3. The student must also attend a scheduled meeting with a Conduct Officer, or other authority as appointed by the Conduct Office, during which an educational or treatment intervention may be imposed.

This provision is rendered moot if there are any aggravating factors, which include but are not limited to: any other violation(s) of the UCSC, failure to attend a scheduled meeting with a Conduct Officer, or failure to comply with assigned educational or treatment interventions.

- B. Students who seek emergency medical attention for another person for a condition related to consumption of alcohol or illicit drugs may not be charged with violations of the UCSC. "Related violations" include those set forth in University Policy 10.2.11: Code of Student Conduct, Section 6.VII.N. of the UCSC. For a student to receive these protections, they must:

1. Accompany the afflicted party to a health facility for the intention of treatment or observation, or communicate the emergency directly to an emergency medical service or 9-1-1-, or to a University authority, including but not limited to: RUPD, an RA or AA, or a CSO; and

2. Remain with the afflicted individual through the communication of the emergency, and wait while emergency services proceed to the reported location; and
3. Cooperate with all emergency personnel and provide information and assistance when possible; and
4. Attend a scheduled meeting with a Conduct Officer, or other authority as appointed by the Conduct Office, to discuss the incident and recommendations for educational or treatment interventions.

This provision is rendered moot if there are any aggravating factors, which include but are not limited to: any other violation(s) of the UCSC related to this incident, failure to attend a scheduled meeting with a Conduct Officer, or failure to comply with assigned educational or treatment interventions.

C. Medical Amnesty may not be used as a means for students to circumvent University policy. Protections afforded in this policy do not apply when:

1. The student repeatedly violates provisions of this policy; or
2. There is sufficiently documented evidence of other related misconduct or UCSC violations by the student, including but not limited to disruptive behavior; or
3. The student does not comply with the protocols detailed in Sections 6.VI.A. and B.
4. Conduct Officers on each campus reserve the right to determine on a case-by-case basis whether a student meets the requirements to receive Medical Amnesty under this policy.

VII. Instructional Contexts

Students should not be required to attend class meetings, office hours, or other class-related activities that are held in locations where the consumption of alcohol and/or tobacco products is permitted. Students who do not wish to attend such activities are encouraged to speak with their instructors about excusing their absence. If a student does not feel comfortable speaking with the course instructor, teaching assistant (“TA”), or group adviser, the student should contact the Office of the Ombudsperson for Students who will intervene with the course instructor, TA, or group adviser on his/her behalf to arrange an alternative assignment of equal value.

Student Residency for Tuition

Purposes

Updated 5/27/2020

Policy 10.3.2

A determination of residency status for the purpose of tuition assessment will be made by the University based on information provided by the applicant in accordance with the procedure outlined in this Policy Statement.

A. Procedure:

1. **THE INITIAL DETERMINATION:** At the time an individual initially applies for admission into any graduate or undergraduate college of the University, the respective Admissions Office will determine an admitted applicant's resident status for tuition assessment. The determination made at this time shall prevail for each succeeding semester unless a change is authorized as provided hereinafter.
2. **AFTER THE INITIAL DETERMINATION:** The status of residency for tuition purposes of students continuing in a school of the University will be determined by the appropriate Registrar's Office (Camden Registrar, Newark Registrar, New Brunswick Registrar, or Rutgers Biomedical and Health Sciences (RBHS) Registrar). The determination made by the Registrar will either conform to the initial determination of the admissions office or reflect a change as provided hereinafter.
3. **REQUEST FOR A CHANGE OF STATUS:** Requests for a change in residency status will be accepted no later than 60 days after the start of the term for which changed status is sought. All evidence deemed appropriate by the adjudication official pursuant to N.J.A.C. 9A:5-1.1-1.2 must be filed by the petitioner in accordance with the time limit specified in the preceding sentence, but in no case later than 30 days from the date of submission of the Residency Analysis Form. Failure to comply with the provision may void the petition for the semester in question. If, based on the information submitted in the request, the student qualifies for resident tuition assessment, such change will relate only to the current and subsequent semesters. See Appendix A, "Submission of Residency Analysis Form" below for office locations and mailing addresses.
4. **APPEALS:** Appeals from the initial determination and any determination made after a request by a student for a change in residency status will be accepted no later than 30 days after the date of notification of any such determination that is appealed. Appeals for newly admitted and continuing students should be forwarded to the appropriate Office of the Vice Chancellor for Enrollment Management. These officers will respond to the student within 30 working days of the receipt of the appeal in the appropriate office. Appeals from these determinations must be submitted centrally to the Associate Vice President of Enrollment Management by the student within two weeks after the campus Vice Chancellor for Enrollment Management has issued a determination. The decision of the Associate Vice President for Enrollment Management will be final.

5. **STUDENTS' RESPONSIBILITIES:** The student is responsible for providing relevant information upon which a residency determination can be made. The burden of proving a student's residency status lies solely upon the student. Moreover, it is the obligation of the student to seek advice when in doubt regarding eligibility for in- state tuition assessment. Every student who is classified as a resident student but who becomes a non-resident at any time by virtue of a change of legal residence is required to notify his/her Registrar immediately. An independent student loses New Jersey residency status for tuition purposes upon abandonment of the New Jersey domicile. Assessment of non-resident tuition charges will take effect the semester following the date of abandonment. Any dependent student who is domiciled in the state for tuition purposes shall.

continue to be eligible for New Jersey resident tuition status despite his or her supporting parent(s) or United States Court Appointed legal guardian(s) change of domicile to another state, while such student continues to reside in New Jersey during the course of each academic year and is continuously enrolled.

6. **PENALTIES:** If a student has obtained or seeks to obtain resident classification by deliberate concealment of facts or misrepresentation of facts or if he/she fails to come forward with notification upon becoming a non- resident, he/she is subject to disciplinary action.

B. Factors Considered in Determining Residency for Tuition Assessment.

This section of the Policy Statement conforms to the regulations of the New Jersey Administrative Code, Volume 9A:5-1.1-1.2 and 9A:9-2.6.

1. **CLASSIFICATION:** A student shall be classified as a "resident" for tuition purposes upon admission to a public institution of higher education in the State of New Jersey if the student has been domiciled within the State of New Jersey for at least one year immediately prior to enrollment.

Students who are classified as dependent students are presumed to share the domicile of his or her parent(s) or legal guardian. Persons who have been residents in this state for more than 12 months prior to initial enrollment are presumed to be domiciliaries of New Jersey for tuition purposes. In those cases in which a dependent student with an out-of-state parent or legal guardian has resided in New Jersey for 12 consecutive months prior to initial enrollment, the student may petition on his/her own to establish domicile in the state.

Persons who have been domiciled within this State for less than 12 months prior to initial enrollment are presumed to be non-domiciliaries for tuition purposes. Persons presumed to be non-domiciled or persons who are presumed to be domiciled but whose domiciliary status is challenged by the institution must prove their domicile according to the following regulations.

“Domicile” is a legal concept defined by New Jersey law. In general terms, "domicile" means the place where a person has his or her true, fixed, permanent home and principal living establishment, and to which, whenever he or she is absent, he or she has the intention of returning. New Jersey domicile must be acquired prior to the beginning of the semester for which you are requesting a change in residency status. Domicile is distinct from residence – while a person may have several residences, he/she can have only one legal domicile. Therefore, in order to establish a new domicile in New Jersey, a person must first abandon the prior domicile in which he/she previously resided and sever all legal connections to that former domicile.

In determining whether domiciliary status has been shown, mere physical presence and declaration of intent to remain in the State may not be sufficient. To assist in determining whether

a person is a New Jersey domiciliary, the primary evidence is, but is not limited to, a notarized affidavit setting forth domicile and a State Certified copy of a New Jersey Resident Income Tax Return or in the case of a dependent student, a State Certified Copy of his/her parent(s') or a United States Court Appointed (prior to the student attaining age 18) legal guardian(s') New Jersey Resident Income Tax Return. The following additional items should be submitted: New Jersey voter registration materials; a New Jersey driver's license (or non-driver's I.D.); New Jersey motor vehicle registration; a long-term apartment/house lease or a house/condo deed; presence of spouse and children in New Jersey; the location of a local New Jersey bank(s); and copies of recent monthly bills (charge card, phone, etc.) addressed to the claimant(s). In unusual circumstances, if primary evidence is not available, the institution may make a determination of New Jersey domicile based exclusively on supplementary evidence; however, supplementary evidence may be deemed insufficient to justify a determination of domiciliary status.

2. **DEPENDENT/INDEPENDENT STUDENT DEFINED:** In determining whether a student is independent, the following is considered: N.J.A.C.9A:9-2.6 (Examples of Documentation given below).

a. The term independent when used with respect to a student means any individual who:

1. Is 24 years of age or older by December 31 of the award year; Documentation: birth certificate, secondary school transcript, driver's license, draft registration letter; or

2. Meets the requirements of (b) below.

b. An individual meets the requirements of this section if such individual:

i. Is an orphan or ward of the court; or was a ward of the court until age 18. Documentation for orphan: death certificate or a letter from a social services agency or from a respected member of the community who is unrelated to the applicant (minister, school administrator, etc.). Documentation for ward of the court: court document or a letter from the Division of Child Protection & Permanency or

other social agency; or

ii. Is a veteran of the Armed Forces of the United States. Documentation: DD214; or

iii. Is a graduate or graduate professional student; (not applicable for undergraduate students); or

iv. Is a married individual. Documentation: marriage certificate; or

v. Has legal dependents other than a spouse.

o Documentation if dependent is a child: birth certificate

o Documentation if dependent is other than a child:

☒ If the person was dependent on the applicant in the prior year: Internal Revenue Service or New Jersey Division of Taxation certified copy of the applicant's prior year tax return showing the person listed as an "other dependent."

☒ If the person was not dependent on the applicant in the prior year: a document such as a driver's license, a Post Office address change, or a statement from the landlord or respected member of the community confirming that the person currently resides in the student's household; or

c. Is a student for whom a financial aid administrator makes a documented determination of independence by reason of other unusual circumstances as provided under Title IV of the Higher Education Act of 1965, as amended, 20 U.S.C. 1087vv, and its implementing regulations and rules. For purposes of receiving State financial assistance as an independent student due to unusual circumstances, the following conditions apply:

i. Determinations of independence must satisfy all applicable Federal standards set forth under Title IV of the Higher Education Act of 1965, as amended, and its implementing regulations and rules; and

ii. Individual determinations of independent student status for State student aid programs shall be made in a manner consistent with the institutional policies regarding the awarding of all need-based financial aid, including Federal and State aid; and

iii. The institution shall share with the Office of Student Assistance any material findings or audit exceptions related to the determination of dependency status at any time they are revealed in the course of an audit or program review.

d. A dependent student shall be any student who does not meet any of the eligibility criteria listed in (a) or (b) above for independent student status.

The University reserves the right to request a student to have the Internal Revenue Service and/or New Jersey Division of Taxation forward certified tax records to the appropriate University office for review.

An individual who claims to have established a new domicile in New Jersey must show (1) a physical abandonment of the previous domicile, together with an intent not to return to it, and (2) actual presence in New Jersey with the intention of remaining permanently in the state/

An individual from another state who has enrolled in any type of educational institution in New Jersey will be presumed to be in New Jersey primarily for educational purposes and will be presumed not to have established domicile in New Jersey. Although the student may present proof to overcome these presumptions, it must be noted that continued residence in New Jersey during vacation periods or occasional periods of interruption to the course of study does not of itself overcome the presumptions. All students who are not domiciliaries of New Jersey will be assessed out-of-state tuition rates. Residency for tuition purposes is governed by New Jersey Administrative Code 9A:5-1.1 et seq., which requires that individuals must be

legally domiciled in the state for twelve months before becoming eligible for in-state tuition rates. The law also permits those living in the state for less than twelve months to petition for resident status through the Admissions Office or the Office of the Registrar, as appropriate.

Petitions for resident status will be granted only in those cases where there is clear and compelling evidence that New Jersey is the legal domicile of the student or the parent(s) or U.S. Court Appointed (prior to the student attaining age 18) legal guardian(s) on whom the student is dependent.

3. **THE EFFECT OF MARRIAGE or CIVIL UNION:** A non-resident student who marries or enters into a Civil Union with a bona fide New Jersey domiciliary assumes the domicile of that spouse or civil union partner for tuition purposes in the semester following marriage or civil union. The same test for residency will be applied to spouses or civil union partners when a marriage or civil union is claimed as the basis for domicile. No change in status will occur when a domiciliary student marries or enters into a civil union with a non-domiciliary.

4. **FOREIGN NATIONALS:** Alien nationals who are in the United States and hold permanent resident status, or special refugee visas (being processed for permanent residency) will be considered the same as United States citizens for purposes of assessing tuition. In either instance, the approval date on the visa must be prior to the first day of the semester for which the change in status is sought. However, any other foreign national will be classified as a non-resident for assessment of tuition unless he/she has the right to remain permanently in the United States and can demonstrate by affirmative proof that he/she has a domicile in New Jersey.

5. **MILITARY PERSONNEL**

a. **PRESENCE IN NEW JERSEY DUE TO SERVICE:** As a general rule, in the absence of any intention to effect a change of domicile, the domicile of a New Jersey resident is not affected or changed by reason of his/her entry into the military service. By action of the New Jersey legislature (N.J.S.A. 18A: 62-4.1), United States military personnel and their dependents that are living in New Jersey shall be regarded

as residents of the state for tuition purposes. Once a member of the United States Military domiciled in NJ (or his or her dependents) is enrolled at Rutgers, provided that the member of the armed forces was on active duty for a period of more than 30 days at the inception of enrollment at Rutgers, in-state tuition rates will continue to apply while such student is continuously enrolled at Rutgers, notwithstanding a subsequent change in the permanent duty station of the member of the armed forces to a location outside of New Jersey.

b. NONRESIDENT TUITION RATE FOR NEW JERSEY NATIONAL GUARD MEMBERS PROHIBITED 18A:62-21.1

No public institution of higher education in this State shall impose a nonresident tuition rate or differential fee on a member of the New Jersey National Guard.

c. NJ TEAM Act 18A:62-4.1a and 18A:62-4.1b

A veteran or covered individual who is living in New Jersey and is attending a public institution of higher education in New Jersey shall be regarded as a resident of the State for the purpose of determining tuition, regardless of the veteran or covered individual's state of residence.

1. "Veteran" means a person who has served on active duty in the Uniformed Services of the United States and who was discharged or released and who qualifies for educational assistance under the federal "All-Volunteer Force Educational Assistance Program/Chapter 30" or "Post-9/11 Educational Assistance/Chapter 33" programs.
2. "Covered individual" means an individual who is entitled to educational assistance under provisions of the federal "Post-9/11 Educational Assistance/Chapter 33" program by virtue of such individual's relationship to a veteran.

6. DREAM Act 18A:62-4.4

- a. Notwithstanding the provisions of any law or regulation to the contrary, a student, other than a nonimmigrant alien within the meaning of section 101 (a)(15) of the "Immigration and Nationality Act" (8 U.S.C. s.1101(a)(15)), shall be exempt from paying out-of-state tuition at a public institution of higher education if the student:
 - b. Attended high school in New Jersey for three or more years;
 - c. Graduated from a high school in New Jersey or received the equivalent of a high school diploma in New Jersey;
 - d. Registers as an entering student or is currently enrolled in a public institution of higher education not

earlier than the fall semester of the 2013-2014 academic year; and

- e. In the case of a person without lawful immigration status, files an affidavit with the institution of higher education stating that the student has filed an application to legalize his immigration status or will file an application as soon as he is eligible to do so.

IN EVERY INSTANCE: A record of the evidence utilized in determining domicile pursuant to this section shall be maintained with the student's records.

Appendix A

SUBMISSION OF RESIDENCY ANALYSIS FORM: Mail or submit your completed Residency Analysis Form and all supporting documentation to the appropriate office listed below.

NEW BRUNSWICK:

Office of Undergraduate Admissions (first semester newly admitted undergraduate students only), 65 Davidson Road, Room 202, Piscataway, NJ 08854-8097

Office of the Undergraduate Registrar, 65 Davidson Road, Room 200B, Piscataway, NJ 08854- 8097 Office of Graduate Admissions, 56 College Ave, New Brunswick, NJ 08901

Office of the Graduate/Professional/Summer Registrar, 65 Davidson Road, Room 200F, Piscataway, NJ 08854- 8097

CAMDEN:

Office of Graduate and Undergraduate (first semester students only) Admissions, 406 Penn Street, Camden, NJ 08102

Office of Admissions, Camden School of Law, 406 Penn Street, Camden, NJ 08102

Office of the Registrar, Armitage Hall, Room 143, 311 North 5th Street, Camden, NJ 08102 **NEWARK:**

Office of Graduate and Undergraduate (first semester students only) Admissions, Engelhard Hall, 190 University Avenue, Newark, NJ 07102

Office of Admissions Newark School of Law, Center for Law and Justice, 123 Washington Street, Newark, NJ 07102

Rutgers Business School, Graduate Programs, Newark and New Brunswick, Engelhard Hall, Room 115,
190 University Avenue, Newark, NJ 07102

Office of the Registrar, Blumenthal Hall, 249 University Avenue, Room 309, Newark, NJ 07102

RUTGERS BIOMEDICAL AND HEALTH SCIENCES (RBHS) in NEWARK, NEW BRUNSWICK/PISCATAWAY,
SCOTCH PLAINS, STRATFORD, and ONLINE:

NOTE: Students enrolled in the Ernest Mario School of Pharmacy or School of Nursing should select the appropriate Admissions or Registrar office above from New Brunswick or Newark. All other RBHS students should select the appropriate Admissions (first semester students only) or Registrar (continuing students) office from below.

Office of Admissions at Graduate School of Biomedical Sciences - Newark (first semester students only),
Medical Science Building, 185 South Orange Avenue, Room C-696, Newark, NJ 07101

Office of Admissions at Graduate School of Biomedical Sciences – New Brunswick/Piscataway (first
semester students only), 675 Hoes Lane West, Room R-102, Piscataway, NJ 08854

Office of Admissions at New Jersey Medical School (first semester students only), Medical Science
Building, 185 South Orange Avenue, Room C-653, Newark, NJ 07101

Office of Admissions at Robert Wood Johnson Medical School (first semester students only), Kessler
Building, 675 Hoes Lane West, Room TC 116, Piscataway, NJ 08854

Office of Admissions at Rutgers School of Dental Medicine (first semester students only), 110 Bergen
Street, Room B-829, Newark, NJ 07101

Office of Admissions at School of Health Professions and School of Nursing (first semester students only),
Stanley S. Bergen Building, 65 Bergen Street, Room 149, Newark, NJ 07101

Office of Admissions at School of Public Health – Newark (first semester students only), Stanley S. Bergen
Building, 65 Bergen Street, Room 701, Newark, NJ 07101

Office of Admissions at School of Public Health – New Brunswick/Piscataway (first semester students
only), 683 Hoes Lane West, 1st Floor, Piscataway, NJ 08854

Office of Admissions at School of Public Health – Stratford (first semester students only), University
Educational Center, 40 East Laurel Road, Suite 2034, Stratford, NJ 08084

Office of the RBHS Registrar (continuing undergraduate, graduate and professional students), Stanley S.
Bergen Building, 65 Bergen Street, Room 1441, Newark, NJ 07101

Military Leave, Academic Credit and Tuition Refunds - Undergraduate and Graduate Students

Updated 10/5/2001 Policy 10.3.5

- A. Rutgers, The State University of New Jersey, will act in accordance with State Law N.J.S.A. 18A:62-4.2, which sets forth the options available to a student at a New Jersey public institution of higher education who is unable to complete a course because the student is 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 with respect to the student's grade for the course and the availability of refunds.
- B. A student who has completed at least eight weeks of attendance in a course may choose to:
 - 1. receive a letter grade; or
 - 2. receive a grade of pass or fail; or (3) receive a grade of incomplete; or (4) withdraw from the course.
- C. A student who has completed less than eight weeks of attendance in a course may choose to: (1) receive a grade of incomplete; or (2) withdraw from the course.
- D. A letter grade or a grade of pass shall only be awarded if, in the opinion of the faculty member teaching the course, the student has completed sufficient work, and there is sufficient evidence of progress toward meeting the requirements of the course, to justify the grade.
- E. A grade of incomplete shall remain valid for a period of one year after the student returns to the New Jersey public institution of higher education.
- F. A student who chooses to accept a grade of pass or fail may, within one year after returning to the New Jersey public institution of higher education, receive a letter grade for the course by completing the work required for the course, in which case the letter grade shall replace the pass or fail grade as the student's grade for the course.
- G. A student who chooses to withdraw from a course shall receive a full refund of tuition and fees attributable to that course.

- H. A student who has paid amounts for room, board or fees shall, except as provided in subsection G of this section, receive a refund of that portion of those amounts attributable to the time period during which the student did not use the services for which payment was made.
- I. Any refund payable to a student who is a financial aid recipient shall be subject to the applicable State and federal regulations regarding refunds.

Student Employment at RBHS

Updated 4/23/2013

- A. RBHS students enrolled in educational programs of the Robert Wood Johnson Medical School, School of Health Related Professions, Rutgers School of Dental Medicine, New Jersey Medical School, Graduate School of Biomedical Sciences, School of Public Health, and School of Nursing (former UMDNJ School of Nursing), regardless of matriculation or immigration status, shall be eligible for employment by the University and its units in accordance with any and all other policies and regulations of the University and its units for employment of individuals.
- B. Students enrolled in the above, stated, RBHS educational programs on a full-time basis may not work more than nineteen (19) hours per week within the University during the academic year or academic sessions of their educational program. If employment is more than nineteen (19) hours per week, it must be classified as temporary and may not extend beyond one year. Full-time students may be employed on a temporary full-time basis during vacation periods when academic commitments are curtailed or suspended. Full-time students may maintain more than one part-time job within the University so long as the total commitment does not exceed nineteen (19) hours per week and all other provisions of this policy have been met.
- C. RBHS students are encouraged to seek the advice and counsel of their Associate Dean for Student Affairs or equivalent, Program Director or Dean prior to undertaking employment of any nature, i.e., either within the University or at an external organization. In all instances of University employment of full-time University students, the approval of the Associate Dean for Student Affairs or equivalent of the appropriate School shall be secured prior to job placement by the Campus Human Resources Office. Furthermore, the Associate Dean for Student Affairs or equivalent shall not approve any job placement of a student, which could create a conflict between the student's academic role and his or her role as an employee.
- D. In considering the ability of individual students to assume employment responsibilities, the Associate Dean for Student Affairs or equivalent shall evaluate the student's current academic standing and

expected academic demands as well as the provision of financial assistance should this be the main factor in the student's seeking of employment. The Associate Dean for Student Affairs or equivalent shall periodically review the student's employment activities with regard to academic standing and determine the student's continuing ability to maintain his or her employment.

- E. Student employment can affect a student's financial aid eligibility. In all cases in which a student is a financial aid recipient, any employment must be made known to the Financial Aid Office.
- F. Employment of foreign-national students must be in accordance with all rules and regulations of the United States Immigration and Naturalization Service and the United States Department of Labor. Details of these rules are available from the Office of the RBHS Registrar and International Services (UR & IS). The on-campus employment is "incident to status". The students do not need authorization of the Office of the RBHS Registrar and International Services to accept or begin employment on-campus. These students are limited to 20 hours/week of employment while school is in session, but that is superseded by the University's policy, which limits them to 19 hours per week. Employment of F-1 students must be limited to part-time, temporary position.

Student Accident and Health Insurance

Updated 4/17/2013

- A. Students enrolled in an educational program at the University on a full-time basis and students enrolled part-time who participate in clinical activities, as part of their educational program, shall have adequate accident and health insurance coverage, including basic hospital benefits, which is maintained throughout the period of enrollment.
- B. The University shall make available to all students, both full-time and part-time, and their dependents an accident and health insurance plan.
- C. Students may choose the University's accident and health insurance plan or may waive participation in the University plan if they (a) currently have alternative accident and health insurance coverage that is comparable in coverage to the plan offered by the University, (b) provide adequate documentation of the existing coverage such as a copy of the insurance card, insurance policy, insurance carrier letter, and (c) sign a waiver form. The waiver form must be submitted by the designated deadline.
- D. Students who have elected to participate in the University plan shall file claims directly with the insurance carrier.

Safety Intervention Policy, Procedures for Risk Assessment, Safety Intervention, and Involuntary Withdrawal²

10.2.12

Updated 11/10/14

I. Mission

Rutgers, the State University of New Jersey (the “University”) is committed to maintaining a learning environment where all persons feel safe to carry out the University’s mission and goals. The University is an institution that values the safety of each individual in its community. As a result, each of the University’s three (3) metropolitan campuses, and Rutgers Biomedical and Health Science, has developed a Threat Assessment and Safety Committee (“TASC”). The primary mission of each of the four (4) TASCs is to improve community safety through collaborative, coordinated, objective, and thoughtful approaches to the prevention, identification, assessment, intervention, and management of situations that pose, or may reasonably pose, a threat to the safety, security, and well-being of the campus community and its individual members. Therefore, each TASC will review and evaluate information regarding concerns or issues involving threats to the University community by Rutgers University students, and will act, as necessary, to protect the community and its members.

II. Purpose of and Criteria for Safety Intervention and Risk Assessment

The procedures for a Safety Intervention and Risk Assessment described below establish a fact- based investigative and analytical process for intervening with and assessing the risk presented by students who:

- pose a credible substantial risk of harm to individuals within the University or to the University community as a whole; or
- substantially impede the lawful activities, the educational process, or the proper activities or functions of other members of the University community.

Student conduct, judicial, academic or other proceedings may continue even when a student is subject to an intervention or involuntary withdrawal pursuant to this policy.

²For the purposes of this policy, the term “campus” refers to the four entities which comprise Rutgers University, including the three Rutgers

University metropolitan campuses (New Brunswick, Newark and Camden), and Rutgers Biomedical and Health Sciences.

2 These procedures draw extensively from similar procedures created by the following institutions: University of Michigan, Indiana State University, University of Connecticut and University of Illinois at Urbana-Champaign.

III. Interim Safety Intervention Or Involuntary Withdrawal

If safety is an immediate concern, the University is permitted and has the authority to take interim action to protect the well-being of all members of the University community, including contacting Public Safety. By interim involuntary withdrawal, the University may remove a student from any or all University premises when, in the professional judgment of the Chancellor or designee for the campus, and considering all reasonably available information, a credible substantial threat of immediate harm to an individual or the University community is perceived to exist. Interim involuntary withdrawal is a preliminary action taken to protect the health and safety of the University community, and is not a penalty. Decisions to remove a student from University residences will be made by the Senior Housing and Residence Life Administrator or designee for the campus.

A student withdrawn on an interim basis shall be given an opportunity to personally appear before the Chancellor or designee for the campus within two (2) business days from the effective date of the interim involuntary withdrawal, in order to discuss the reliability of the information concerning the student's behavior. Following this meeting, the Chancellor or designee for the campus may either continue or cancel the interim involuntary withdrawal.

If the interim involuntary withdrawal is cancelled, the procedures described in this policy regarding Safety Intervention and Involuntary Withdrawal may still proceed.

An interim involuntary withdrawal may remain in effect until a final decision is made pursuant to the procedures outlined in this policy.

IV. Threat Assessment and Safety Committee

TASC for each campus assists in evaluating whether students meet the criteria for Safety Intervention and/or Involuntary Withdrawal.

Each campus' TASC will often include representatives from the Chancellor, Dean or Associate Dean of Students, the Dean of the Graduate School, Health Services/Counseling and Psychological Services, Housing and Residence Life, Public Safety, the dean of a student's school of enrollment, and the Office of General Counsel. Other members may be added in the discretion of the Chancellor, Senior Student Affairs Administrator or their designees for the campus. The composition of the team for each particular case will depend upon the specific circumstances; however, the participation of an appropriate health professional, and a representative of the Chancellor or designee, or Dean of the

Graduate School or designee, for the campus is mandatory in any review.

In addition to evaluating whether students meet the criteria for Safety Intervention and/or Involuntary Withdrawal, the TASC may also act as a resource, consultant, or advisor to any academic department, school, college or program in determining whether an individual is qualified to perform the essential functions of an academic program, and/or to provide other guidance regarding an individual student's access to the University's educational opportunities.

V. Safety Intervention and Involuntary Withdrawal Process

Any member of the University community who has reason to believe that a student poses a violent threat or a threat to public safety should contact the Public Safety office or the local police department.

Any member of the University community who has reason to believe that a student poses a credible substantial risk of harm to the University community and thus may meet the criteria for Safety Intervention and/or Involuntary Withdrawal may contact the Chancellor or designee for their campus who will conduct an informal review of the information presented. All reports made pursuant to this policy will be handled in a confidential manner, with information released only on a need-to-know basis in accordance with applicable federal and state laws and regulations.

Upon completion of the informal review, the Chancellor or designee for the campus may recommend that a student be subject to an intervention or involuntary withdrawal for reasons under the criteria set forth in Section II above. In determining whether the student presents a credible substantial risk of harm to the University community, the Chancellor or designee for the campus will make an individualized assessment based on a reasonable judgment that relies upon current medical or other specialized knowledge or the best available evidence to ascertain:

the nature, duration, and severity of the risk; the probability that potential injury and/or harm will occur; whether the student substantially impeded the educational process or functions of other members of the University community; and whether reasonable modifications of policies, practices or procedures significantly mitigate the risk. In making this individualized assessment, the Chancellor or designee for the campus may consult with the TASC.

As part of this individualized assessment, the student may be required to undergo an evaluation, including a medical or psychological evaluation, by an independent and objective health professional, including the University's Counseling, ADAP & Psychiatric Services ("CAPS"), designated by the University. The student may also be required to execute necessary releases so that the report from the evaluation may be provided to the TASC, and other administrators if appropriate, for the purposes of determining whether the student should be subject to an intervention or involuntary withdrawal.

In addition, the Chancellor or designee for the campus will consider any medical or other relevant information submitted by the student, including but not limited to a medical or psychological evaluation by a health professional of the student's choice.

Inherent to this decision-making process is the University's commitment to consider an individual's past and ongoing condition, which may have contributed to the risk of harm that is in question. The Chancellor or designee for the campus may seek the assistance of the TASC or other resources, as needed, to determine if the student is a qualified individual with a disability and whether a reasonable accommodation will allow that student to meet his/her essential academic and College community responsibilities, while abating the risk of harm and maintaining a safe college environment for all students. This determination shall also evaluate whether such accommodation can be provided without fundamentally altering the essential functions of the educational program provided by the University, or lowering academic standards, and/or creating undue hardship to the University.

Moreover, whether or not the student is a qualified individual with a disability, the Chancellor or designee for the campus will generally attempt to engage in an interactive dialogue with the student to discuss the manner in which the student plans to abate the risk of harm presented by the student. As part of this interactive process, the student and/or his medical provider are encouraged to suggest possible methods to abate the risk of harm, and the Chancellor or designee for the campus will generally actively seek the student's suggestions. The Chancellor or designee for the campus and student may also choose to engage professionals or University administrators in formulating a proposed plan. The Chancellor or designee for the campus may then further consult with the TASC to determine if the proposed plan devised as a result of the interactive dialogue appropriately addresses the risk of harm that formed the basis for the decision to intervene with or involuntarily withdraw the student. If the TASC finds the proposed plan is inappropriate or insufficient to address the risk of harm, the Chancellor or designee for the campus may resume the interactive process with the student.

The Chancellor or designee for the campus may communicate with essential personnel regarding the proposed plan and will take necessary steps to ensure its implementation and/or any necessary monitoring.

If a student is subject to an intervention or is involuntarily withdrawn pursuant to this policy, to the extent appropriate and practicable, conditions for readmission may be specified in writing by the Chancellor or designee for the campus.

VI. Appeal of Intervention and/or Involuntary Withdrawal

A student who is subject to an intervention or involuntarily withdrawn pursuant to this policy may make a written request to the Chancellor or designee for the campus, or if a student enrolled in a

graduate program, as defined by the University, to the Dean of the Graduate School, for an informal proceeding to review the determination. To be timely, any such appeal must be RECEIVED by the Chancellor or designee for the campus or the Dean of the Graduate School within three (3) business days of the determination by the Chancellor or designee for the campus that an intervention is warranted or of the determination to involuntarily withdraw the student.

The Chancellor or designee for the campus or the Dean of the Graduate School, or designee shall conduct the informal proceeding within seven (7) business days of receipt of the written appeal. In no event will the same individual, who served as Chancellor's designee prior to the student's appeal, conduct this informal hearing, and at all times the individual holding the informal hearing shall hold a title superior to the individual who made the determination on appeal. The informal hearing is generally limited to sixty to ninety (60-90) minutes in duration, unless the Chancellor or designee for the campus, or the Dean of the Graduate School, or designee, in his or her discretion, determines that additional time is necessary.

The student will be provided by the TASC or the individual recommending the involuntary withdrawal with all of the following prior to the informal proceeding:

- a. a written statement providing a detailed explanation of the reasons for intervention or involuntary withdrawal and the information relied upon; and
- b. the opportunity to review the evaluations relied upon by the Chancellor or designee for the campus or the Dean of the Graduate School, or designee.

At the informal proceeding, the student may choose to be assisted by appropriate counsel, which may include a parent or guardian, a health professional of the student's choice, and/or a faculty or staff member. The student may also have legal counsel present for consultation purposes only during the informal proceeding. In addition, subject to an informal determination regarding relevancy by the Chancellor or designee for the campus, or Dean of the Graduate School, or designee, the student will be permitted to be heard, and to present witnesses and information to dispute the reasons for the intervention or involuntary withdrawal, or the information relied upon by the Chancellor or designee for the campus in making the determination.

The student shall provide to the Chancellor or designee for the campus, or the Dean of the Graduate School, or designee, and be responsible for identifying in writing those witnesses and the subject matter of their expected testimony five (5) days in advance of the informal proceeding. The Chancellor or designee for the campus, or the Dean of the Graduate School, or designee and the student will review that identification three (3) days before the informal proceeding and will agree upon a means of securing attendance of all persons that the Chancellor or designee for the campus, or Dean of the Graduate School, or designee, deem relevant and necessary. If it is agreed that the student will secure

attendance of any witnesses, the student may contact such witnesses and invite them to attend the informal proceeding, but all such contact and requests for appearance must be done civilly, and in keeping with the University's Code of Student Conduct and University Student Life Policy on Verbal Assault, Defamation and Harassment.

As to an involuntary withdrawal, following the informal proceeding, the Chancellor or designee for the campus, or the Dean of the Graduate School, or designee, shall determine whether to (a) uphold the withdrawal; (b) reinstate the student; or (c) reinstate the student subject to specified conditions that may include without limitation participation in an ongoing health treatment program, acceptance of and compliance with a behavioral contract, a housing relocation, reduced course load, or any combination thereof. The Chancellor or designee for the campus, or the Dean of the Graduate School, or designee may modify the conditions of readmission at any time.

The decision of the Chancellor or designee for the campus, or the Dean of the Graduate School or designee shall be final.

VII. Return to Campus or Readmission

A student who has been removed from campus or withdrawn pursuant to this policy, either voluntarily or involuntarily, who wishes to be considered for return to campus or readmission shall contact the Chancellor or designee for the campus and provide appropriate documentation to comply with the conditions of readmission, if any are imposed. The student may also present any relevant documentation or information which the student believes supports his or her request for return or readmission.

The Chancellor or designee for the campus will review the request for return or readmission as follows:

- a. review and investigate compliance with the conditions of return or readmission, if any;
- b. consult with the appropriate academic unit to determine whether the student is eligible for return or readmission based upon the student's academic record and the readmission policies and practices of the academic unit;
- c. consult with appropriate members of the TASC;
- d. consider any additional information or documentation presented by the student in support of return or readmission; and
- e. meet with the student.

- (i) The Chancellor or designee for the campus will recommend to the student's intended academic unit of enrollment whether, in the professional judgment of the Chancellor or designee for the campus, the student should be allowed to return or be readmitted. The academic unit will make the decision regarding readmission.
- (ii) A student denied readmission pursuant to this policy may make a written request to the Chancellor or designee for the campus, or the Dean of the Graduate School, or designee, for an informal proceeding to review the readmission or no- return determination. In no event will the same individual, who served as Chancellor's designee on the initial recommendation, conduct this informal hearing, and at all times the individual holding the informal hearing shall hold a title superior to the individual who made the initial recommendation. The informal proceeding to review the readmission or return determination will follow the same procedures outlined in Section VI of this policy.

Students Rights, Responsibilities, and Disciplinary Procedures

Updated 8/14/20

The Policy

A. Student Responsibilities

1. RBHS students in the above stated educational programs 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 RBHS: 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; and 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.
2. Each School shall have an Honor Code and/or Code of Professional Conduct which sets forth general

principles of integrity and honesty as well as ethical and professional expectations for behavior. These may be patterned after codes of behavior promulgated by national professional associations. These codes shall be distributed to students upon enrollment, incorporated into catalogs, student handbooks and/or other appropriate student materials, and discussed with students during their course of study. Students shall be informed at the same time that violations of the Code will be considered with the gravest concern and may be punishable with sanctions as severe as suspension or dismissal. Violations of the Code may be considered a failure to adhere to the academic standards of the School.

B. Student Rights

1. Students on Rutgers campuses 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. Each RBHS School shall have and shall publicize policies, procedures and standards ensuring that its students can exercise the above rights.

C. Academic Performance

1. In accordance with School Bylaws, the faculty of each School 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 School's catalog or student handbook.
2. All actions relating to student academic performance shall be governed by appropriate School bylaws and procedures, whether or not disciplinary action is taken pursuant to Section V.E. below.
3. Action may be taken to address a student's ability to fulfill the Essential Functions required for participation in the course of study in which the student is enrolled pursuant to the RBHS policy, Student Essential Functions.

D. Student Ombudsperson

Each Dean shall designate an individual at his/her School to serve as an Ombudsperson to serve as a

resource for students and to guide and assist students and the School in the evaluation of options for resolving problems. The Ombudsperson will have a functional relationship with the University Office of the Executive Vice President for Academic

Affairs, and the ability to approach any individual within the School or University administration. The Ombudsperson will be independent of the offices and individuals who have notice, compliance, regulatory, enforcement, adjudicatory and disciplinary functions with respect to students. The Ombudsperson will have a set term, which may be renewed by the Dean at the end of each term, and may be removed during any term only for good cause. Ombudspersons shall maintain confidentiality to the extent permitted by law and will not maintain any records relating to consultations or activities other than statistical reporting. The policy, Student and Housestaff Ombudspersons, will serve as a model for each Ombuds office.

E. Disciplinary Infractions

The following list provides examples of actionable disciplinary infractions under this policy's student disciplinary procedures, and may also subject the student to action by the RBHS School concerning academic performance or research misconduct occurring on campus or off campus:

1. an infraction of Federal, state or local civil or criminal laws and regulations;
2. an infraction of University or School policies, procedures, rules and standards;
3. an infraction of professional and academic codes of honor or standards of behavior;
4. an act of harassment, intimidation or bullying, including any gesture, any written, verbal or physical act, or any electronic communication 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 or any act 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 or pervasively causing physical or emotional harm to the student;

(Reprinted in part from: New Jersey Anti-Bullying Bill of Rights 2010, N.J.S.A. 18A:37-14).

5. acts of sexual harassment, including sexual violence or sexual coercion, that do not fall within the definition of Covered Sexual Harassment under the Title IX Policy and Grievance Procedures, whether or not the acts are the subject of civil or criminal action.
6. stealing or other unethical means of acquiring materials and documents;
7. forging of any material or document;
8. falsification or fabrication of any document or data;
9. violations of the Academic Integrity Policy
10. conduct that causes a material and substantial disruption to the educational mission of the school or an individual's work or study.

F. Disciplinary Procedural Requirements

1. A request for disciplinary action against a student may be made in writing to the Dean by any student, faculty member or administrative officer within thirty (30) working days of an alleged infraction or the discovery of an infraction under Section V.E. of this policy.
2. The Dean or his/her designee may attempt to resolve the matter with the accused student, except in cases involving allegations of Covered Sexual Harassment, as defined in the Title IX Policy and Grievance Procedures, which will proceed according to that Policy. In addition, if the Dean or his/her designee concludes that the matter cannot or should not be resolved informally, he/she shall refer it to the Hearing Body of the School within ten (10) working days of the decision that the matter cannot or should not be resolved informally. At the Dean's discretion, the awarding of a degree or certificate may be delayed pending the outcome of the disciplinary procedure.
3. The Hearing Body shall forward to the accused and to the complainant written notice of the complaint and of the time, date and place of the hearing, which shall be held within fifteen (15) working days of receipt of a request from the Dean or his/her designee.
4. The Hearing Body shall convene to hear the complaint and make recommendations for action to the Dean.

- a. The Hearing Body shall be an established committee at each School and shall be constituted according to rules established by each School, but in all events shall consist of at least four members, two of whom must be students, and others who may be faculty, administrators or students, or any combination thereof, who are not directly involved in the matter to be considered.
- b. Witnesses may be called by any participant. The accused student's education records, as defined by the Family Educational Rights and Privacy Act, may be examined and considered by the Hearing Body. Relevant materials may be presented by any participant. The Chair of the Hearing Body 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 Body may request submission of information concerning other disciplinary actions taken by the School against any student, without identification of the student(s) involved, to inform the Hearing Body's consideration of recommendations for discipline.
- c. Students may consult private legal counsel at any time for advice. Students or legal counsel may submit to the Hearing Body 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 Body 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.
- d. 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).
- e. The Chair of the Hearing Body 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 Office of General Counsel in procedural matters. Hearing Body procedures shall, at a minimum, ensure:
 - i. that all allegations be fully heard and considered by the Hearing Body, whether or not the accused student admits committing the offense.
 - ii. that witnesses designated by the complainant, the accused, the School administration or the Hearing Body be heard and that the accused be permitted to be present during testimony; the Hearing Body 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 Body proceedings to provide assistance to the Hearing Body.

- iii. 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 Body.
- iv. that testimony during the hearing shall be recorded or recorded and transcribed by a court stenographer, excluding all deliberations by the Hearing Body; 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.
- v. that the Hearing Body complete its hearing procedures within forty (40) working days of the commencement of the hearing, and submit to the Dean, with copies to the complainant and to the accused, within seven (7) working days thereafter, a written recommendation, including any findings of fact made by the Hearing Body, and a reporting of the total vote tally of the Hearing Body's decision, without reference to individual votes.
- vi. that the recommendations of the Hearing Body may consist of any or no disciplinary action, based on the factual findings, the severity of the infraction, the accused student's education records at the School, and any procedures, policies or codes of the School or of the University. 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 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; findings by the Hearing Body of additional disciplinary infractions during this period may result in the dismissal of the student.
 - (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.
 - (g) Degree or certificate revocation.

vii. that the Hearing Body recommendations are supported by no less than a majority vote of the members hearing the matter.

- f. All notices and correspondence to an accused student shall be sent certified mail, return receipt requested, or by another method providing confirmation of delivery including electronically, and such receipts or confirmations shall be retained by the School.
 - g. The student may seek the advice of faculty or students who are not involved in the matter in question and who do not hold an administrative position in the School constituting a potential conflict of interest. Following the Dean's submission of the matter to the Hearing Body, neither School nor other Rutgers University administrative officers, faculty, staff or representative may advise an accused student or his/her representative in any matter relating to the disciplinary action, except for explanation of the procedures to be followed. Administrative officers whose positions may constitute a conflict of interest may not advise an accused student in any matter pertaining to the alleged infraction. The Dean may designate an administrative officer to participate in the hearing in order to present testimony or materials on behalf of the School.
5. Within five (5) working days of receipt of the Hearing Body's recommendation, any party may submit written exceptions to the Dean.
6. The Dean 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 Body. Except in extraordinary circumstances, (notice of which shall be provided by the Dean to the accused student and the complainant) the Dean or his/her designee shall, within thirty (30) working days of the last submission by any party of written exceptions by any party, 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 Body members. The Dean's decision shall be rendered earlier if the accused student is expected to graduate before the expiration of this thirty working day period.
7. Within five (5) working days of receipt of the Dean's decision, the accused student may submit a written appeal to the RBHS Chancellor. RBHS Chancellor 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 Body and the Dean. Except in extraordinary circumstances, (notice of which shall be provided by the Dean to the accused student and the complainant) the RBHS Chancellor 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 Body members and the Dean. Such decision shall be rendered earlier if the accused student is expected to graduate before the expiration of this thirty working day period.
8. 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.

9. The Office of General Counsel may advise the Hearing Body 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 Body.
10. There shall be no action taken to suspend or expel a student from school prior to completion of these disciplinary hearing procedures, unless, in the judgment of the Dean 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 may in such cases take action to prevent harm prior to and during the conduct of a hearing; the Hearing Body 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 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 University policy, Student Involuntary Leave of Absence and Involuntary Withdrawal.
11. Delays in any time period requirements in disciplinary procedures may be made by written agreement by the accused and the Dean or his/her designee, and, in the case of a matter before a Hearing Body, by the Chair of the Hearing Body.

G. Specific School Rules for Disciplinary Procedures

1. Each School shall adopt procedural rules to govern the conduct of disciplinary hearings in conformity with Section V.F of this policy and with the specific needs of the School.
 - a. Such rules shall establish the number, term and manner of appointment of Hearing Body members, alternates and the Chair. The responsibilities of faculty, staff and student members to make themselves available to participate when needed in the hearing process shall be established upon their appointment.
 - b. Such rules shall, in the case of joint programs between Schools of the University and outside institutions, establish procedures to govern hearings affecting students in those programs. So long as principles of academic fairness are included, the procedure of either institution may be employed at the discretion of the Dean, considering such factors as which School has administrative responsibility for the student and which School awards the degree from the program.
 - c. Such rules may contain a code of student rights and responsibilities, establishing rules of conduct and standards of personal and professional behavior.

2. Such rules will be available to students when adopted or amended through convenient means such as the Student Handbook.

H. Jurisdiction

1. Action initiated under either academic or disciplinary procedures does not preclude subsequent or simultaneous action under the other or under the University's research misconduct procedures.
2. If a complaint alleging a disciplinary infraction is submitted to the Dean, the Dean may determine that the allegation warrants academic action instead of or in addition to the disciplinary procedure, and may forward the matter to the appropriate body for recommendations. The Dean may also refer the student for an evaluation pursuant to University policy, Student Essential Functions. See EXHIBIT for a sample letter.
3. 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's discretion, be submitted to the Hearing Body in accordance with this policy and procedure. Revocation of a degree or certificate may be recommended by the Hearing Body to the Dean.

I. 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.

VI. EXHIBIT

Sample letter: STUDENT REFERRED FOR EVALUATION AS PART OF DISCIPLINARY PROCESS

EXHIBIT

SAMPLE LETTER: STUDENT REFERRED FOR EVALUATION AS PART OF DISCIPLINARY PROCESS

[Date]

[Student Name and Address]

Dear [Student]:

Your well-being and safety are of great concern to me and your faculty. Because we are concerned about your well-being, and in light of recent incidents related to the current disciplinary process in which you are involved, you are being referred to [name of doctor/counselor/practice] for an evaluation to determine your fitness to continue as a student at the [Rutgers University -School].

This referral is being made after careful examination of information of concern presented through the disciplinary process. During the disciplinary hearing, the following incidents were related to the hearing body:

A report by a faculty member of a recent statement you made during a heated debate with a fellow student over a class assignment. It was reported that you said “if your lousy work influences my grade, you’re going to regret it, something bad will happen to you.” The faculty member who reported this statement was very upset by the remark and believed it to be serious.

Earlier in the year, several students in your study group reported that you told them that if you did not do well this semester, you would hold them responsible and “there would be trouble.” When approached about this remark, you admitted making the statement, but insisted that it was a joke.

On another occasion, you were interrupted by a school administrator while engaging in a loud, angry confrontation with a fellow student. Although you later apologized, the fellow student reported feeling threatened.

The Rutgers University -[Name of School] Essential Functions for participation in courses includes the following requirement:

“E. Behavioral and Social Skills

The student must demonstrate emotional stability with appropriate interpersonal relationships and communication skills. He/she must be able to exercise good judgment and sustain an attention level necessary to complete all responsibilities promptly; be attendant to the diagnosis and care of patients,

and develop mature, sensitive, professional and effective relationships with patients/clients (in well and diseased states from every gender, socioeconomic status and cultural group) and health care workers. The student must be able to tolerate taxing workloads and to function effectively under stress. He/she must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical setting. Compassion, integrity, concern for others, appropriate hygiene, appearance, interpersonal skills, interest and motivation are all personal qualities that are required throughout the admissions and educational processes.

A student whose behavior or performances 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 Campus Student Health Service or Office of Disability Services 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.”

We are requiring that you submit to an evaluation that will assist us in determining your ability to safely participate in the School’s educational program; this includes your continued clinical contact with patients in health care facilities and classroom participation.

Please note that the results of this evaluation will be shared with my office and University officials, as may be deemed necessary, to help ensure your safety and well-being. Following the evaluation, if you wish to view the results, please contact me directly and I will arrange for you to review the results in the presence of an appropriate healthcare provider who will be available to assist with questions.

Yours truly,

[Dean or Associate Dean for Student Affairs]

FERPA/Student Privacy

See: <https://uec.rutgers.edu/programs-2/ferpa-student-privacy/>

The myGuest Dashboard is now available! This dashboard allows you to give parents, guardians, and third parties access to view content and services related to your experience at the university, such as your class schedule, financial aid awards, and term bill. While the university is offering this service,

access will not be granted without your permission due to the protection of student rights under the Family Educational Rights and Privacy Act (FERPA). For information on signing up an authorized user visit financialaid.rutgers.edu/myguest-faq.

Family Educational Rights and Privacy Act of 1974 (FERPA) FERPA is the federal law that governs the rights of students and institutional responsibilities with respect to student records. If you have questions regarding FERPA after reading these pages, please contact the University Ethics and Compliance Director of Privacy at (973) 972-8000 or ferparu@rutgers.edu.

What is FERPA?

The Family Educational Rights and Privacy Act of 1974, commonly referred to as FERPA or the Buckley amendment, is a federal law designed to protect the privacy of a student's educational record. FERPA applies to all educational agencies or institutions that receive federal funding for any program administered by the Secretary of Education. FERPA also applies to private entities that contract to perform services for the University that it would otherwise undertake to perform on its own; in such cases, the private entity must observe the same FERPA protections applicable to the University.

FERPA grants enrolled students of any age the following rights:

The right to inspect and review their educational records.

The right to seek the amendment of their educational records.

The right to consent to the disclosure of their educational records.

The right to obtain a copy of their school's Student Records Policy.

The right to file a complaint with the FERPA Office in Washington, D.C.

Student Employment at Rutgers

See: <https://scarlethub.rutgers.edu/financial-services/student-employment/>

The Student Employment Office (SEO) administers two employment programs for students: the Federal Work Study Program (FWSP) and the Job Location and Development Program (JLDP). The FWSP is offered to financial aid recipients who meet certain criteria; the JLDP is available to all currently-enrolled university students. On the New Brunswick campus, the SEO assists students with finding part-time and seasonal employment through both programs.

All FWSP employment is coordinated through the SEO. Eligible students can work in a variety of on-campus jobs, such as in campus centers, recreation centers, libraries, and University departments. Additionally, students can work in on-campus and off-campus paid community service positions for

non-profit agencies and organizations in areas related to education and literacy, human and social services, law and public policy, arts and humanities, multicultural, diversity and social justice, health and business.

For more information, please visit the Student Employment Office website at <http://studentwork.rutgers.edu>

The Eric B. Chandler Health Center in New Brunswick has several Federal Work-Study job opportunities for Medical Interpreters. Must speak Spanish and pass screening test. Must have been awarded Federal Work-Study. If interested, please contact Hank Dallman at 732-235-9535.

Rutgers University Disability and Reasonable Accommodation Policy

60.1.34

Updated 5/2/23

1. Policy Statement

This Policy discusses the University's prohibitions against discrimination, harassment, and retaliation based upon an individual's disability; the responsibility of the University to ensure equal participation, access, and employment opportunities to otherwise qualified individuals with disabilities to the University's programs, services, and facilities; the right of individuals with disabilities to request reasonable accommodations; and the responsibility of the University to provide reasonable accommodations in a timely manner. The scope of the policy is set forth herein, as well as relevant definitions. The Policy also references the processes for reporting violations of this Policy.

2. Reason for Policy

To foster and maintain an inclusive, welcoming, and accessible environment for individuals with disabilities and to comply with all State and federal laws prohibiting discrimination based upon disability.

3. Who Should Read This Policy

All members of the Rutgers University community.

4. Resources

- Discrimination, Harassment, Workplace Violence, and Retaliation Complaint Process: Complaints

against University Employees and Third Parties

- University Policy 60.1.12: Policy Prohibiting Discrimination and Harassment
- Office of Employment Equity Complaint Form
- University Policy 10.2.11: Code of Student Conduct
- RBHS Student Rights, Responsibilities and Disciplinary Procedures
- University Policy 70.1.5: Rutgers University World Wide Web Accessibility Policy
- University Policy 60.1.8: Equal Employment Opportunity and Affirmative Action
- University Policy 100.2.12: Notice of Non-Discrimination for Language and Interpretation Services under the Affordable Care Act (ACA) Section 1557

5. Definitions

A. Academic Adjustments: Adjustments necessary to ensure students with disabilities have an equal access to educational opportunities within the provisions below¹. Academic adjustments may include the provision of auxiliary aids and services (see Section 5.B.). The appropriate academic adjustments are determined based on an individualized case-by-case basis. Academic adjustments will not be granted if they would require the University to lower or modify substantially essential

¹ A student's educational opportunities refer to their learning environment (academic performance and/or academic opportunities), living environment (campus housing accommodations), and ability to participate in activities made available by Rutgers. requirements/functions or technical standards of a course or academic program; fundamentally alter the nature of a service, program, or activity; or result in an undue financial or administrative hardship. Academic adjustments also do not include the provision of personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature. (See Section 6.D Requesting an Accommodation below.)

B. Auxiliary aids and services: Devices or services that enable effective communication for individuals with disabilities. Examples of auxiliary aids and services may include providing note takers, recording devices, sign language interpreters for courses; telephone handset amplifiers; equipping school computers with screen-reading, voice recognition, or other adaptive software or hardware. The appropriate auxiliary aids and services are determined on an individualized case- by-case basis. Auxiliary aids and services will not be granted if they would require the University to lower or modify substantially essential requirements/functions or technical standards of a course or academic

program, fundamentally alter the nature of a service, program, or activity, or result in an undue financial or administrative burden.

C. **Disability:** Federal laws, including the Americans with Disabilities Act (“ADA”), define disability as a physical or mental impairment that substantially limits one or more of an individual’s major life activities. The New Jersey Law Against Discrimination (“NJLAD”) defines “disability” as a physical disability, infirmity, malformation, or disfigurement that is caused by bodily injury, birth defect, or illness including epilepsy and other seizure disorders, and which shall include, but not be limited to, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a service or guide dog, wheelchair, or other remedial appliance or device, or any mental, psychological or developmental disability, including autism spectrum disorders, resulting from anatomical, psychological, physiological, or neurological conditions which prevents the normal exercise of any bodily or mental functions or is demonstrable, medically or psychologically, by accepted clinical or laboratory diagnostic techniques. Disability shall also mean Acquired Immunodeficiency Syndrome (“AIDS”) or Human Immunodeficiency Virus (“HIV”) infection. An individual is not regarded as disabled if the impairment is transitory and minor.

D. **Disability Supporting Documentation:** Current medical, psychological, educational, or other relevant documentation provided by a credentialed third party that establishes an individual has a disability as defined above and demonstrates how the disability affects the individual’s ability to perform essential functions of their job or to participate in educational opportunities.¹

E. **Discrimination:** An intentional or unintentional act which adversely affects employment or educational opportunities on the basis of membership in one or more protected classes, including disability. Failure to provide reasonable accommodations to a qualified individual with a disability may be a form of disability discrimination, except where such reasonable accommodation would cause an undue hardship or fundamentally alter the requirements of the individual’s employment position or educational program. For additional information on prohibited discrimination and harassment, see University Policy 60.1.12: Policy Prohibiting Discrimination and Harassment.

F. **Essential Job Functions:** The fundamental, basic job duties performed in a position. A function may be essential because the position exists to perform that function; there are a limited number of employees who could perform that function; and/or the function is highly specialized, and the incumbent is hired for their special expertise or ability to perform it. Qualified employees must be able to perform the essential functions of a job as determined by the University, either with or without a reasonable accommodation.

G. **Interactive Process:** An ongoing communication between the employee/student and University

personnel for the express purpose of providing reasonable accommodations or academic adjustments. The interactive process is a flexible and individualized approach and often includes a review of the individual's abilities and functional limitations (including supporting documentation). For employees seeking accommodations, the interactive process may include a review of the essential functions of the job, factors, or job tasks that may pose a difficulty, and how the individual may be accommodated without creating an undue hardship on the employer. Similarly, for students seeking accommodations, the interactive process typically involves a decision-maker at the campus working with the student to identify existing barriers to the student's access to academic and non-academic programs and activities at the University with the intention of finding an academic adjustment or reasonable accommodation to address those limitations.

H. **Qualified:** A qualified employee with a disability is one who meets the essential requirements and can perform the essential job functions of the position with or without reasonable accommodations. A qualified student with a disability is one who meets the academic and essential requirements/functions or technical standards required for admission to or participation in programs, services, or activities of the University with or without reasonable accommodations or academic adjustments.

I. **Reasonable Accommodations:** Adjustments or provisions made for individuals with disabilities to provide access or to enable them to perform the essential requirements/functions or technical standards of a role. Reasonable accommodations may include adjustments necessary for applicants to receive equal access in the hiring process; or the removal of or modifications to workplace barriers in order to enable qualified individuals to perform job duties. When requesting an accommodation, an employee should propose a reasonable accommodation. For qualified students, reasonable accommodations may include adjustments to policy or procedures, practice, or programs that provide equal access to the University's academic and non-academic programs and activities, but will not fundamentally alter the academic program or its learning outcomes. Each accommodation request is addressed individually on a case-by-case basis.

J. **Retaliation:** Any act of intimidation against individuals who, in good faith, request reasonable accommodations or academic adjustments; appeal, grieve, file, or participate in the investigation of a complaint concerning such requests; or make or participate in claims of discrimination or harassment. For additional information on prohibited retaliation, see University Policy 60.1.12: Policy Prohibiting Discrimination and Harassment.

K. **Student:** Any individual currently admitted, matriculated, registered, enrolled, or participating in or auditing any course or program in any school or division of Rutgers on a full-time or part-time basis including, but not limited to, undergraduate, graduate, continuing, or professional studies. For purposes of this Policy, "Students" include: (i) visiting students; (ii) individuals who have completed the immediately preceding academic term and are eligible for re-enrollment, including the recess

periods between academic terms; and (iii) individuals on approved educational leave, or other approved leave status.

L. Undue Hardship: An action that would require significant difficulty or expense or an action that would fundamentally alter policies and procedures, the essential requirements of a job function, and/or the fundamental nature of the academic program. Undue hardship is determined on a case-by-case basis. An accommodation need not be granted where it would pose an undue hardship. In such cases, alternative reasonable accommodations or academic adjustments may be considered that would not impose an undue hardship.

M. University Representative: Any Rutgers employee who is notified of a request for an accommodation, tasked with providing the relevant information related to the interactive process through the appropriate offices (See Section 6.D.), or responsible for implementing any and all approved reasonable accommodation(s). This may include, but is not limited to, a supervisor, faculty member, or program administrator.

N. See University Policy 60.1.12 for additional definitions relating to discrimination, harassment, and retaliation.

6. The Policy

A. The Policy

Rutgers, The State University of New Jersey, is committed to maintaining an inclusive, welcoming, and accessible educational, working, and living environment for individuals of all abilities across the University. It is the policy of the University to comply with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794(b) (2) (A)); the Americans with Disabilities Act (42 U.S.C. §12131 et seq.), as enacted in 1990 and as amended by the ADA Amendments Act of 2008 (ADA Amendments Act) (Pub. L. 110-325, 122 Stat. 3553 (2008)); the New Jersey Law Against Discrimination (N.J.S.A. 10:5-12) (LAD); and other applicable federal, State and local laws and regulations that prohibit discrimination on the basis of disability. It is the policy of the University that no qualified individual shall, solely by reason of disability, be denied access to,

participation in, or the benefits of, any program or activity operated by the University.

The University is committed to providing reasonable accommodations and academic adjustments needed to ensure qualified individuals equal access to employment, educational opportunities, programs, and activities in the most integrated setting feasible. Reasonable accommodations shall be made in a timely manner and on an individualized, case-by-case basis. The University prohibits retaliation against individuals requesting reasonable accommodations or academic adjustments; appealing or filing complaints related to decisions concerning such requests; or making or participating in claims of discrimination or harassment.

The University's compliance with applicable disability laws is guided by the University's broader Policy Prohibiting Discrimination and Harassment (University Policy 60.1.12), which provides information on prohibited discriminatory, harassing, and retaliatory conduct, as well as the resources and processes for addressing and resolving complaints of discrimination, harassment, retaliation and related violations of University policy.

B. Scope

This policy applies to all University programs, operations, services, and facilities, including but not limited to, all related requests for disability accommodations and/or equal access by employees (faculty and staff), students, and visitors, as well as interns, volunteers, vendors, contractors, subcontractors, and others who do business with the University.

C. Confidentiality

The nature of the concern or issue and any information obtained through the interactive process will be treated with the utmost confidentiality and with sensitivity to the issues involved. The confidentiality of information disclosed during the course of the interactive process will be respected to the extent feasible and practical and in accordance with applicable State and federal laws. This means that information received during the accommodation request process is shared only with those individuals within the University community who "need to know" in order to evaluate the individual's accommodation request or implement any approved accommodations. However, the University has a duty to respond to allegations of discrimination, harassment (including sexual harassment), and retaliation, and therefore cannot guarantee absolute confidentiality once allegations are disclosed to University officials.

D. Requesting an Accommodation

The following offices review requests for disability-related reasonable accommodations. Throughout this Policy, the University office and/or employee(s) who will typically perform certain roles or duties are identified. However, the University may designate other University offices or employees to perform any roles or duties described in this Policy where necessary to effectuate this Policy.

1. Students Requesting a Reasonable Accommodation

Office for Disability Services

Students seeking reasonable disability-related accommodations should contact the Office of Disability Services ("ODS"). Each Chancellor-led Rutgers campus has a designated ODS office that provides reasonable accommodations for students with disabilities.

Contact information for the Rutgers Offices of Disability Services is available at the following website: <https://radr.rutgers.edu/student/aboutODS>. Information about the ODS process by which students

can seek accommodations for a disability is available on the ODS website:
<https://radr.rutgers.edu/resource/registering-services-and-general-inquiries>.

Residence Life

Students seeking reasonable disability-related accommodations related to on-campus University housing should contact Residence Life. Information about the process to seek such accommodations is available at the following website: <https://radr.rutgers.edu/resource/housing-and-dining-accommodations>.

Dining

Students requesting dining or special disability-related dietary accommodations should contact Dining Services. Information on the process to seek such accommodations and campus-specific contact information is available at the following website: <https://radr.rutgers.edu/resource/housing-and-dining-accommodations>.

Employment-Related Accommodations

Students who are also employed by the University who are seeking accommodations related to their employment should contact the appropriate office as set forth below. If an individual is uncertain which office is appropriate, please contact via email: employmentequity@hr.rutgers.edu or by phone: 848-932-3973

NOTE: An individual being approved for an academic accommodation through ODS does not guarantee an accommodation related to the individual's employment.

2. Employees Requesting an Accommodation

The Office of Employment Equity ("OEE") coordinates the University's efforts to provide disability-related reasonable accommodations to employees. OEE also coordinates employment-related disability accommodations for students who are also employed by the University. Employees seeking accommodations should submit a request through OneSource Rutgers Faculty and Staff Service Center. Information about the process by which employees can seek accommodations related to a disability is available on the OEE website: <https://uhr.rutgers.edu/policies-resources/policies-procedures/policy-and-compliance-guidelines/disability-accommodations>.

Office of Employment Equity Email: employmentequity@hr.rutgers.edu

Phone: 848-932-3973

Contact Information: <https://uhr.rutgers.edu/oe/home>

3. Visitor Accommodations and Public Access

Rutgers University is committed to providing equal access, full participation, and inclusion of individuals of all abilities within the University's programs, activities, or services.

Visitors and others who need assistance or further information related to how to request reasonable accommodations for events, programs, or activities at Rutgers should visit the following website <https://uec.rutgers.edu/programs-2/disability-compliance/>.

E. Expectations of All Individuals Seeking Disability-Related Accommodations

All individuals seeking reasonable disability-related accommodations are expected to:

- Initiate the accommodation process by identifying themselves as needing reasonable accommodations in a timely manner to the appropriate University office as described above within Section 6.D.
- Provide appropriate disability supporting documentation to the designated University office as described above within Section 6.D., when requested, that describes the impact of their disability within the University environment and provides in sufficient detail the

rationale for the need of the requested accommodation(s).

- Actively participate in the interactive process, which includes suggesting the requested accommodation(s).
- Meet and maintain the institution's performance standards, essential requirements, technical standards, and codes of conduct.
- Immediately report problems or issues with approved reasonable accommodations, auxiliary aids, or services to the appropriate University office.

F. Expectations of University Representatives

The applicable University office will contact University Representatives as deemed appropriate for their input and/or decisions concerning the requested accommodation(s), in accordance with Section (6.C.) above (Confidentiality). The expectations of the University Representative may vary based on the nature of the University Representative's role at the University and/or job responsibilities. In general, the University Representative is expected to:

- Notify the appropriate office (see Section 6.D.) when an individual identifies a disability or requests an accommodation in order to commence the interactive process;
- Participate actively in the interactive process through the designated office in Section 6.D., which includes suggesting alternative accommodation(s) when necessary;
- Implement approved accommodations in a timely manner;

- Not request that medical documentation be provided directly to the University Representative or inquire into the nature of the disability and/or medical condition;
- Not share any information learned during the interactive process except with those University employees who may need to know in order to assist in the evaluation or implementation of the requested accommodation (see Section 6.C. on Confidentiality);
- Share that an accommodation has been granted with the minimum number of individuals necessary to implement such accommodation;
- Report immediately problems or issues with the approved reasonable accommodations, auxiliary aids, or services to the appropriate University office; and
- Comply with all other University policies, including University Policy 60.1.12: Policy Prohibiting Discrimination and Harassment.

G. Review of Determinations with Respect to Requests for Accommodation and Filing Complaints

Each of the University offices listed in Section 6.D. is responsible for processing requests for reasonable accommodations and maintaining procedures for the review of issues or concerns regarding the denial of such requests and/or the implementation of an approved accommodation. For additional information, contact the applicable office listed in Section 6.D.

1. Student Concerns, Issues or Grievances (Non-Employment):

Any student may report concerns or issues through the Informal Resolution Procedures for Students with Disabilities for the University to attempt to resolve or mediate the situation in a timely manner. No formal investigation is involved in the Informal Resolution Process.

Any student who wishes to pursue the grievance procedure should complete the Grievance Form for Students with Disabilities. These procedures do not apply to other types of complaints of alleged discrimination or harassment based on a student's disability, which are addressed by other University offices. A student may also pursue

the grievance process by contacting the Rutgers Compliance Hotline at 1-833-RU- ETHICS (1-833-783-8442) or by submitting an online report at <https://uec.rutgers.edu/compliance-hotline/>.

2. Employee, Visitor and Other Concerns, Issues, or Complaints:

Any individual who believes that this policy has been violated may contact the ADA Compliance Officer at 973-972-8000 or they may call the Rutgers Compliance Hotline. The Rutgers Compliance Hotline is available 24 hours a day/ 7 days a week, via a toll- free phone number, 1-833-RU-ETHICS (1-833-783-8442) or by submitting an online report at <https://uec.rutgers.edu/compliance-hotline/>.

The ADA Compliance Officer can provide information on the applicable review/ grievance/ complaint procedures and refer any complaints to the appropriate office. Information on these procedures is also available on the websites for the respective offices.

Depending on the nature of the allegations, additional University policies may also be implicated. The ADA Compliance Officer, in consultation with other offices, as appropriate, will determine whether potential violations of other policies will also be investigated based on the allegations contained in a complaint.

Student Immunizations and Health Requirements

Updated 12/3/2020

- I. Immunizations and Health Requirements (Summary in EXHIBIT A)
 - A. Health history

All students must submit a complete health history within six months prior to first matriculation or enrollment and at appropriate intervals thereafter if indicated by the initial submission.
 - B. Hepatitis B (HBV)
 1. Per New Jersey state law, students enrolled in 12 or more credits who have not been vaccinated must complete the 3 dose series within 9 months of enrollment, those who have received one dose must receive the remaining doses within 6 months, and those who have received two doses must receive the remaining dose within 4 months. Alternatively, the requirement may be satisfied with documentation of
 2. Students with no risk of exposure to potentially infectious body fluids through clinical or laboratory activities (category 2 or 4) must submit documentation of a complete vaccination series or demonstrate serologic immunity with a quantitative Hepatitis B Surface Antibody.
 3. Students with risk of exposure to potentially infectious body fluids through clinical activities (category 1) must undergo testing for HBV immunity and infection prior to matriculation, enrollment, or clinical activities. Testing should ordinarily consist of a quantitative Hepatitis B surface antibody (HBsAb) followed by additional tests as deemed appropriate by Student Health Services.
 - i. Students who test negative for HBV immunity must be tested for HBV infection, typically consisting of Hepatitis B surface antigen (HBsAg) and begin immunization against HBV prior to clinical activities or research activities with potential exposure to infectious body fluids or laboratory material.

In addition to testing for HBsAg, previously immunized students with inadequate levels of antibodies despite previous immunization must receive a booster dose of the vaccine prior to clinical activities or contact with potentially infectious body fluids or laboratory material.

Testing for antibody titers (HBsAb) 1-2 months post-immunization must be performed; non-responders to a primary series of immunizations and booster dose must complete a second immunization series and be tested again for response. Students who still do not respond with antibody production following a second series of immunizations are considered susceptible to HBV infection, and must be counseled regarding precautions to prevent HBV infection and the need to obtain hepatitis B immune globulin (HBIG) prophylaxis for any known or probable significant exposure to body fluids or laboratory material containing Hepatitis B.

- ii. If the initial HBV tests demonstrate infection, the corresponding Student Health Services office may consult with the student's program to identify if the student is expected to perform exposure-prone procedures (Exhibit C) during the course of study.
 - 1. If the student is expected to perform exposure-prone procedures, the student may be asked to provide additional confirmatory laboratory tests to determine infectivity.
 - 2. If the HBV tests indicate a significant potential for transmission of the virus, an evaluation (including laboratory testing) will be made prior to clinical activities of the need for monitoring of clinical performance and/or of the scope of assigned or permitted clinical activities consistent with patient protection, especially the performance of exposure-prone procedures (Exhibit C). This evaluation will customarily be made by a Rutgers Biomedical and Health Science (RBHS) committee consisting of representatives from Student Affairs, the school or educational program in which the student is enrolled or wishes to enroll, Office of General Counsel, and the student's corresponding Student Health Services office, in consultation with infectious disease experts. If enrolled under these circumstances, students may be restricted in their clinical activities. Enrollment and continuing enrollment of students who are potentially infectious for Hepatitis B are contingent upon their ability to perform all essential functions required for matriculation and/or completion of the curriculum of the educational program. Please refer to University Policy 40.3.5: HIV, HBV, HCV for further detail.
- iii. In all instances, current CDC recommendations should be followed regarding initial HBV immunization, post-immunization antibody titers, re-immunization or booster doses for inadequate antibody titers, and post-exposure immunoglobulin prophylaxis for non-

responders.

4. Students with risk of exposure to potentially infectious body fluids through lab activities (category 3) must undergo testing for HBV immunity prior to matriculation, enrollment, or lab activities. Testing should ordinarily consist of antibody testing (HBsAb) followed by additional tests as deemed appropriate by the student's campus Student Health Services.

C. Measles, Mumps, and Rubella (MMR)

1. Students born after 1956 must provide documentation that they have received 2 doses of the measles, mumps, and rubella vaccine. Acceptable documentation includes:
 - i. Dates of 2 doses of MMR vaccine at least one month apart, or
 - ii. Blood titers demonstrating immunity.
2. Students lacking proof of MMR immunization or immunity must receive the first dose of MMR before being permitted to attend classes.

D. Tuberculosis (TB) testing

1. Students with no clinical activities and no risk of exposure to blood or potentially infectious body fluids (category 4) at higher risk for TB (as defined by the CDC) must undergo TB testing using either an Food and Drug Administration (FDA)-approved blood assay for TB or skin test using the Mantoux method (5 tuberculin units of purified protein derivative (PPD) injected intradermally), within six months prior to first matriculation or enrollment.
 - i. If a PPD test is performed and positive, the student must submit results of a chest x-ray or an FDA- approved blood assay for TB demonstrating absence of active disease within the past 6 months.
 - ii. If an FDA-approved blood assay for TB is performed and positive, the student must submit a chest x-ray demonstrating absence of active disease within the past 6 months.
2. Students with clinical exposure or exposure to potentially infected body fluids or laboratory material (categories 1, 2, and 3) must undergo TB testing using the Mantoux method (5 tuberculin units of purified protein derivative (PPD) injected intradermally), or an FDA-approved blood assay for TB, within six months prior to first matriculation or enrollment and annually thereafter if the initial test result is negative.
 - a. Initial two step PPD
If the result of a new student's PPD test taken within six months of matriculation or enrollment is negative and the student does not have another documented negative PPD test during the 12 months preceding matriculation or enrollment, the two-step method should be used in order to detect boosting phenomena that might be misinterpreted at a subsequent testing as a skin-test conversion (new infection). Under the two-step method, a

second test is performed 1-3 weeks after the first test. If the second test is positive, this is most likely a boosted reaction and not a skin- test conversion, and the student should be considered previously infected and cared for accordingly. If the second test remains negative, the student can be considered uninfected; a positive reaction to a subsequent test is likely to represent a new infection with *M. tuberculosis* (i.e., a skin-test conversion). Initial testing of new students who have documented negative PPD tests within 12 months of matriculation or enrollment can be done using one PPD test. Annual re- testing of continuing students may also be done using one PPD test.

If the result of a new student's PPD test taken within six months of matriculation or enrollment is positive and the student does not demonstrate symptoms of TB, is unlikely to be infected with TB, and at low risk for progression on the basis of their risk assessment, they should have a second test (either a PPD or blood assay for TB) as recommended in the 2017 TB diagnostic guidelines of the American Thoracic Society, Infectious Diseases Society of America, and CDC. They should be considered infected with TB only if both the first and second tests are positive.

b. Periodic testing

Students who have a negative baseline 2-step TB skin test or blood assay will not be routinely tested annually.

Students with a positive TB skin test or blood assay who are diagnosed with latent tuberculosis infection (LTBI) but do not document completion of treatment for LTBI will undergo annual TB screening using a symptom survey. The symptom survey will include the questions currently recommended by the CDC. If the symptom survey indicates potential TB disease, the student will be contacted for evaluation.

Students who are exposed to TB without adequate personal protection should report their exposure, be evaluated for symptoms, and undergo TB testing at baseline and 8-10 weeks after the last exposure.

c. Blood assays

If baseline TB testing is performed with an FDA-approved blood assay for TB, the above-described two-step method is not necessary.

d. History of bacille Calmette-Guerin (BCG)

Students with a history of BCG (bacille Calmette-Guerin) vaccination are not exempt from the TB testing requirement because there is no data to indicate that these individuals experience an excessively severe reaction to PPD testing, and because anyone with a history of BCG with a positive PPD test result is considered infected with TB and is treated

accordingly. Students who received BCG may be screened with either an FDA- approved blood assay for TB or a tuberculin skin test. The blood assay is expected to result in fewer false positive results.

e. TB test interpretation

All PPD tests and FDA-approved blood assays for TB must be administered, read, and interpreted in accordance with current Centers for Disease Control and Prevention

(CDC) guidelines and should be performed by trained personnel at a Rutgers Student Health Service, other Rutgers site, or Rutgers-approved site.

f. Additional testing

Students with non-human primate contact must receive periodic testing every six months in accordance with the National Research Council's Occupational Health and Safety in the Care and Use of Research Animals. Students working with *M. tuberculosis* must be periodically tested every 6 months for infection.

g. Management of positive tests

Students who have initial positive TB test results, subsequent TB test conversions, or symptoms suggestive of TB must be evaluated promptly for active TB. This evaluation should include a history, clinical examination and a chest X-ray and may include an FDA-approved blood assay for TB. If the history, clinical examination, or chest X-ray is compatible with active TB, additional tests, such as sputum microscopy and culture, should be performed. If symptoms compatible with active TB are present, the student should be excluded from educational activities until either (a) a diagnosis of active TB is ruled out or (b) a diagnosis of active TB is established, treatment is begun, and a determination is made by the director of a Rutgers Student Health Services that the student is noninfectious.

Students who do not have active TB but considered to have latent TB infection (LTBI), should be evaluated for treatment according to published CDC guidelines. While therapy for LTBI in the absence of active disease cannot be required, it should be strongly encouraged. If the evaluation for active TB, treatment for active TB, and/or therapy for latent infection is carried out at a facility other than a Rutgers site or Rutgers-approved site, all test results and documentation of care provided must be shared with the director of the appropriate Rutgers Student Health Services. Students receiving treatment for LTBI infection need not be restricted from usual educational or clinical activities.

E. Varicella (chickenpox)

Students with clinical activities or who are located in any patient-care facility (categories 1, 2, and 3) must, prior to matriculation or enrollment, receive 2 doses of varicella vaccine 4 to 8 weeks apart or

prove immunity to varicella-zoster virus via serology. Because of potential transmission of the vaccine virus to susceptible high-risk patients, such as immunocompromised patients, newborns and pregnant women, contact with high-risk susceptible patients should be avoided if a vaccine-related rash develops within three weeks of receipt of either the first or second dose of the vaccine.

Varicella vaccination is also recommended for all other students.

F. Tetanus-diphtheria-pertussis

All students should have completed a primary series of tetanus, diphtheria and pertussis immunization (DPT), received one dose of Tdap (tetanus-diphtheria-acellular pertussis) since age 19, and received a booster dose of Td (tetanus-diphtheria) every 10 years.

Students with clinical activities or who are located in any patient-care facility must, prior to matriculation or enrollment, receive one dose of Tdap (tetanus-diphtheria-acellular pertussis).

G. Meningitis

1. Meningococcal serotype ACYW Vaccine (MenACYW)

- a. All students under the age of 19 must receive or have proof of having received at least one dose of an approved vaccine covering serotype (e.g. MCV4, Menactra® or Menveo®) after the age of 16. This requirement pertains to ALL students regardless of whether they reside in university housing or not.
- b. First-year college students 19 years and over who live in campus housing must receive or have proof of having received at least one dose of an approved vaccine covering serotype (e.g. MCV4, Menactra® or Menveo®) after the age of 16.. (First-year college student is defined as individual enrolling in a college or university for the very first time. A transfer or graduate student would not be considered a first-year college student, even though they may be new to any part of Rutgers University.
- c. Students with high risk conditions, as defined by the Advisory Committee on Immunization Practices (ACIP), are required to receive or have proof of MenACYW vaccination and revaccination every 5 years as long as the risk remains.
- d. Students shall be provided information on meningococcal disease and the meningococcal vaccine upon enrollment.

2. Meningococcal serotype B vaccine (MenB) – Students at high risk of Meningococcal Serotype B disease, as defined by the ACIP, are required to complete a series of MenB vaccination with an approved MenB vaccine (e.g. Trumenba® or Bessero®).

3. Unvaccinated students may be denied access to campus housing or class registration.

H. Influenza

Students with clinical activities or who are located in any patient-care facility must be immunized each year during the fall season with the current influenza vaccine.

All students, including non-clinical students, are encouraged to obtain annual influenza vaccinations in order to help prevent large-scale outbreaks on campus and to keep absenteeism due to influenza at a minimum.

In the case of a public health emergency for outbreak of influenza, unvaccinated students may be denied access to campus housing.

I. Polio

All students should have completed a full 3-dose primary series of poliovirus vaccine. Students who have not completed or cannot document a primary series of poliovirus vaccine should receive at least one additional dose or a full 3-dose series, as appropriate, of enhanced-potency inactivated polio vaccine.

J. Clinical affiliates

Students who receive part of their educational program at any clinical affiliate of the University must be in compliance with all health and immunization requirements of the other institution as well as with the applicable requirements of this policy.

II. Exemptions from requirements

Other than the exceptions/exemptions listed below, this policy shall apply to every student matriculated or enrolled full-time or part-time in a Rutgers school or program, including joint and collaborative programs with other institutions, and to all visiting, exchange, and special- program students from other institutions.

A. Students who have a documented history of a positive TB test or a documented history of previous or current adequate treatment for active TB disease, or a documented history of completion of adequate therapy for latent TB infection, may be exempt from any further PPD testing unless they develop signs or symptoms suggestive of TB.

B. The program director, following consultation with the appropriate Student Health Services director, may exempt from one or more of the requirements listed in sections 6.I a non- matriculated less-than-half-time student who will not have any clinical activities or other activity with risk of exposure.

C. For visiting, exchange, and special program students from other institutions who are not matriculated or enrolled in a regular Rutgers program, documentation from another educational or health-care institution of having met the requirements listed in section 6.I may be accepted by the

program director in consultation with the appropriate Student Health Services director.

D. Students whose entire course of study is web-based who will never physically attend any classes on a Rutgers campus are exempt from all the above immunization requirements (category 5). To qualify, students must have no clinical activities, no risk of exposure to blood or potentially infectious body fluids, and no classroom or practicum component. Students in a web-based program who work on independent projects or practica on their own may be exempt from immunization requirements.

E. This policy shall not apply to individuals who will not engage in clinical activities while participating in continuing education and other programs that do not lead to an academic degree or academic certificate.

F. Individuals enrolling in short-term programs (less than 40 classroom or clinical hours) involving clinical activities, in which the individual will earn continuing education units (CEUs) and not academic credit, may be exempted, at the discretion of the appropriate Student Health Services director, from the health and immunization requirements of this policy, if the exemption is consistent with other Rutgers policies and conforms to Society for Healthcare Epidemiology of America (SHEA) guidelines.

G. A student may be exempted from any required immunization if he/she has a medical contraindication for that immunization and if failure to receive this immunization does not prevent fulfillment of the essential functions and/or curricular requirements of the academic program. Conditions comprising valid medical contraindications to vaccine administration are those set forth by the Centers for Disease Control and Prevention. Such students must present to their campus Student Health Services director a written statement from a physician licensed to practice medicine in the United States or a foreign country stating that a specific immunization is medically contraindicated, and giving the reasons for and duration of this contraindication. These written physician's statements shall become part of the student's immunization record and shall be reviewed periodically by a health professional from the campus Student Health Services or an infectious disease expert to determine whether this exemption shall remain in effect. When a medical contraindication no longer exists, the student must then comply with the immunization requirements. The University shall provide reasonable accommodations to those students whose medical condition contraindicates immunizations so long as the failure to be immunized will not prevent the student from fulfilling the essential functions and/or curricular requirements of the academic program. Each school/program shall determine the immunization and testing requirements for its academic program(s) in accordance with this policy. Students will be informed of the immunization and testing requirements prior to matriculation or enrollment, or upon adoption of new requirements.

H. A student may be considered for exemption from any required immunization if the student submits to the campus Student Health Services director a written signed statement explaining how immunization conflicts with his or her bona fide religious beliefs or practices, and if failure to

receive this immunization does not prevent fulfillment of the essential functions and/or curricular requirements of the academic program. A general philosophical or moral objection to immunization shall not suffice as the basis for exemption on religious grounds. The student shall be required to acknowledge in writing that he or she was informed of the value of immunizations and has knowingly declined to have such immunizations for religious reasons (Exhibit B). The University shall provide reasonable accommodations to those students whose religious beliefs bar immunizations so long as the failure to be immunized will not prevent the student from fulfilling the essential functions and/or curricular requirements of the academic program.

If the failure to be immunized will not prevent the student from fulfilling the essential functions and/or curricular requirements of the academic program, then exemptions related to religious belief or practices shall be approved by the campus Student Health Services director in consultation with the program director and, if appropriate, with the Office of General Counsel.

I. Students who are not accepted into a Rutgers educational program in sufficient time to produce required documentation or to complete immunizations and tests by the start of classes in the first year of his or her educational program may be enrolled, but considered in temporary (provisional) compliance for the first semester or trimester of classes. However, depending upon which documentation, immunization, or test is lacking, these students may be excluded from certain activities such as clinical activities or laboratory work. For example, students will not be permitted to have clinical contact or contact with blood or other potentially infectious body fluids or laboratory material if they have not received at least one dose of hepatitis B vaccine or cannot provide serologic evidence of current immunity to hepatitis B; students will not be permitted to have clinical contact unless they have received tuberculin testing and any required follow up. Provisional enrollment on this basis may not continue beyond the first semester or trimester.

J. Non-clinical students more than 30 years old, whose program is classified as category 4, are not required to submit documentation for prior vaccination against or immunity to measles, mumps, rubella, or Hepatitis B per N.J.S.A. 18A:61D-1. However, students are highly encouraged to keep up with all age-appropriate immunizations, including flu and tetanus, and may be removed from class or campus in cases of a measles, mumps, or rubella outbreak if their vaccination status is unknown.

K. In case of a campus outbreak, students who are known to lack immunity or have not been vaccinated may be removed from campus until deemed safe to return.

III. Record keeping requirements

A. Acceptable documents serving as evidence of previous immunization and/or immunity will be determined by the Student Health Services directors and may include:

1. an official school immunization record or copy thereof from any primary, secondary,

undergraduate, graduate, health professions, or other school;

2. a record from any public health department;

3. a medical record or form summarizing a medical record and prior immunizations signed by a physician licensed to practice medicine in any jurisdiction of the United States or foreign country or other licensed health professional approved by the New Jersey State Department of Health; or

4. a report of serology from a licensed laboratory.

B. On behalf of each Rutgers school, Student Health Services serving the school/s shall ensure the maintenance of records of the immunizations and/or immune status of all students including those on provisional status, if any. Documents pertaining to previous immunizations, immune status, and medical and religious exemptions shall also be maintained. A summary of student measles-mumps-rubella, meningococcal and hepatitis B immunization status must be sent annually to the New Jersey Department of Health in accordance with N.J.A.C. 8:57- 6.13. Immunization records must be kept for at least three years following graduation, termination, transfer, or other departure of a student from Rutgers. Because of the necessity for immunization records to be available for inspection by the State (section 6.III.C), they must be kept separate from student academic, health, and other confidential records.

Summaries of measles-mumps-rubella, meningococcal, and hepatitis B student immunization/immune status must be available for inspection by authorized representatives of the New Jersey Department of Health, and the local board of health within 24 hours of notification, as required by N.J.A.C. 8:57-6.14.

EXHIBITS

A. Summary of Student Immunization and Health Requirements

B. Declination of Immunizations for Religious Reasons

C. Tables from Society for Healthcare Epidemiology of America (SHEA) Guideline for Management of Healthcare Workers Who Are Infected with Hepatitis B Virus, Hepatitis C Virus, and/or Human Immunodeficiency Virus, Infection Control and Hospital Epidemiology, March 2010, Vol. 31, No 3.

D. Immunization of health-care personnel: recommendations of the Advisory Committee on Immunization Practices (ACIP). CDC MMWR Nov 25, 2011;60(7):1-45.

Exhibit A: Summary of student immunization and health requirements

	1	2	3	4	5
REQUIREMENT	CLINICAL ACTIVITIES, <u>WITH</u> 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	WEB ONLY (NO CLINICAL ACTIVITIES, NO RISK OF EXPOSURE TO BLOOD OR POTENTIALLY INFECTIOUS BODY FLUIDS, AND NO CLASSROOM COMPONENT)
Complete health history	REQUIRED	REQUIRED	REQUIRED	REQUIRED	NOT REQUIRED
Hepatitis B - series of vaccine (at least one dose prior to any activities with any risk of exposure) or serologic proof of immunity	PROOF OF IMMUNITY (SEROLOGY) REQUIRED IF NON-IMMUNE, ADDITIONAL SEROLOGY REQUIRED	VACCINE OR PROOF OF IMMUNITY REQUIRED	PROOF OF IMMUNITY (SEROLOGY) REQUIRED IF NON-IMMUNE, ADDITIONAL SEROLOGY REQUIRED	VACCINE OR PROOF OF IMMUNITY REQUIRED	RECOMMENDED
Tuberculosis (TB) testing	REQUIRED	REQUIRED	REQUIRED	REQUIRED FOR STUDENTS AT HIGH RISK FOR TB	NOT REQUIRED
Measles, Mumps, Rubella -2 doses of vaccine or serologic proof of immunity	REQUIRED	REQUIRED	REQUIRED	REQUIRED	RECOMMENDED
Influenza - annual dose of vaccine in the fall	REQUIRED	REQUIRED	REQUIRED IF LOCATED IN ANY PATIENT-CARE FACILITY	REQUIRED IF LOCATED IN ANY PATIENT-CARE FACILITY	RECOMMENDED
			RECOMMENDED FOR ALL OTHERS	CARE FACILITY RECOMMENDED FOR ALL OTHERS	
Varicella - 2 doses of vaccine or 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	RECOMMENDED
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	RECOMMENDED
Polio - Primary 3-dose series of vaccine or booster dose(s)	RECOMMENDED	RECOMMENDED	RECOMMENDED	RECOMMENDED	RECOMMENDED

Serogroup ACYW Meningococcal (meningitis) vaccine (MenACYW) - 1 dose of vaccine since age 16	REQUIRED - For all students less than age 19. -For first- year college students residing in on-campus housing REQUIRED FOR STUDENTS AT HIGH RISK, as defined by ACIP	REQUIRED - For all students less than age 19. -For first- year college students residing in on-campus housing REQUIRED FOR STUDENTS AT HIGH RISK, as defined by ACIP	REQUIRED - For all students less than age 19. -For first- year college students residing in on-campus housing REQUIRED FOR STUDENTS AT HIGH RISK, as defined by ACIP	REQUIRED - For all students less than age 19. -For first- year college students residing in on-campus housing REQUIRED FOR STUDENTS AT HIGH RISK, as defined by ACIP	NOT APPLICABLE
Serogroup B Meningococcal (MenB) Approved Series	REQUIRED FOR STUDENTS AT HIGH RISK, as defined by ACIP	REQUIRED FOR STUDENTS AT HIGH RISK, as defined by ACIP	REQUIRED FOR STUDENTS AT HIGH RISK, as defined by ACIP	REQUIRED FOR STUDENTS AT HIGH RISK, as defined by ACIP	NOT APPLICABLE

EXHIBIT B

DECLINATION OF IMMUNIZATIONS FOR RELIGIOUS REASONS

(date)

Dear Student,

You have objected on religious grounds to receiving immunizations in accordance with the RBHS policy on Student Immunizations and Health Requirements (please refer to policies.rutgers.edu for additional information). The New Jersey regulation that governs religious exemptions from mandatory

immunization (N.J.A.C. 8:57-6.11) requires that you submit a signed statement explaining how the administration of immunizing agents conflicts with your religious beliefs. You may provide this statement on the attached Declination of Immunizations form, so that your request can be considered by the University.

Enclosed for your review is a copy of the RBHS Policy on Student Immunizations and Health Requirements. Please note that Section V.B.6 provides for exemption from required immunizations on bona fide religious grounds, as long as the failure to be immunized will not prevent fulfillment of the Essential Functions and curricular requirements of the academic program. Normally, if your educational program includes required activities involving clinical contact or potentially infectious blood or laboratory material, you will be unable to fulfill the academic requirements unless you obtain the required immunizations. If your educational program does not include such activities, and if your request for religious exemption and explanation are found to be acceptable by the University, your future academic activities will be limited to those that do not involve exposure to patients or to potentially infectious materials for which immunizations exist. This will include restrictions on use of

animals in research. In order to ascertain that your failure to be immunized will not prevent fulfillment of your academic program, your RBHS School must confirm that your program of study is not expected to require clinical contact or to potentially infectious blood or laboratory material for which immunizations exist.

Part B of the attached Declination of Immunizations form is for this confirmation. You should submit the form to your School's Office of the Dean for completion of Part B after you have completed Part A of the form. Please submit the fully completed form to the Student Health Center for your campus.

Even if the likelihood of your being exposed through your academic program to bloodborne pathogens is minimal, you should be aware of the benefits to you and to others in the community of immunizations against hepatitis B, measles, mumps, rubella, influenza, varicella, tetanus diphtheria-pertussis and polio. We at Rutgers believe strongly in the benefits and safety of our immunization requirements for students as individuals and for our society as a whole. Please refer to the enclosed RBHS policy for more information. You should also review in detail the information provided by the U.S. Centers for Disease Control and Prevention (CDC) about vaccine- preventable diseases at <http://www.cdc.gov/vaccines/> and in other portions of the CDC web site. After reading the referenced information, please contact your Rutgers campus Student Health Service if you have any additional questions. After reviewing these items and asking any questions you may have, you must complete, sign and date the Declination of Immunizations Form, which acknowledges that you have been informed of the value of immunizations and that you have knowingly declined them for religious reasons.

Please be aware that TB skin testing is required of all students, in accordance with the Student Immunizations and Health Requirements Policy

EXHIBIT B (continued)

DECLINATION OF IMMUNIZATIONS FOR RELIGIOUS REASONS FORM

Part A

I have been informed of the RBHS policy governing Student Immunizations and Health Requirements and of the immunizations required by RBHS prior to enrollment as a student. I hereby decline to receive immunizations for religious reasons. Administration of immunizing agents conflicts with my religious beliefs or practices because:

I have been given the opportunity to be vaccinated against hepatitis B, measles, mumps, rubella, influenza, varicella, tetanus-diphtheria-pertussis and polio, and hereby decline to do so. I understand that my failure to obtain these immunizations involves risks of my contracting serious infectious

diseases. I also understand that, if I want to be immunized against these diseases now or at any time in the future while I am enrolled at Rutgers Biomedical and Health Sciences (RBHS), I can receive these immunizations at Rutgers.

I agree to hold RBHS, its officers, faculty, employees and agents harmless in the event of any illness or injury resulting from my declining immunizations.

Name of Student (please print):

Student's Signature : _____

Date: _____

Part B: SCHOOL/PROGRAM TO COMPLETE

This student's academic program is not expected to include clinical contact, or contact with potentially infectious blood or laboratory material against which immunizations exist.

RBHS School or Program:

Signature of Dean or designee: _____ Date:

Please return this form to: _____ , MD, Medical Director, Student Health Service

If you have any questions, please feel free to call the Student Health Service at
__-__-__ between the hours of ____ and ____ or email to _____@rutgers.edu

EXHIBIT C

TABLE 2. Categorization of Healthcare-Associated Procedures According to Level of Risk for Bloodborne Pathogen Transmission

Category I: Procedures with de minimis risk of bloodborne virus transmission

- Regular history-taking and/or physical or dental examinations, including gloved oral examination with a mirror and/or tongue depressor and/or dental explorer and periodontal probe
- Routine dental preventive procedures (eg, application of sealants or topical fluoride or administration of prophylaxis), diagnostic procedures, orthodontic procedures, prosthetic procedures (eg, denture fabrication), cosmetic procedures (eg, bleaching) not requiring local anesthesia
- Routine rectal or vaginal examination
- Minor surface suturing
- Elective peripheral phlebotomy
- Lower gastrointestinal tract endoscopic examinations and procedures, such as

- sigmoidoscopy and colonoscopy
- Hands-off supervision during surgical procedures and computer-aided remote or robotic surgical procedures
- Psychiatric evaluations

Category II: Procedures for which bloodborne virus transmission is theoretically possible but unlikely

- Locally anesthetized ophthalmologic surgery
- Locally anesthetized operative, prosthetic, and endodontic dental procedures
- Periodontal scaling and root planing
- Minor oral surgical procedures (eg, simple tooth extraction [i.e., not requiring excess force], soft tissue flap or sectioning, minor soft tissue biopsy, or incision and drainage of an accessible abscess)
- Minor local procedures (eg, skin excision, abscess drainage, biopsy, and use of laser) under local anesthesia (often under bloodless conditions)
- Percutaneous cardiac procedures (eg, angiography and catheterization)
- Percutaneous and other minor orthopedic procedures
- Subcutaneous pacemaker implantation
- Bronchoscopy
- Insertion and maintenance of epidural and spinal anesthesia lines
- Minor gynecological procedures (eg, dilatation and curettage, suction abortion, colposcopy, insertion and removal of contraceptive devices and implants, and collection of ova)
- Male urological procedures (excluding transabdominal intrapelvic procedures)
- Upper gastrointestinal tract endoscopic procedures
- Minor vascular procedures (eg, embolectomy and vein stripping)
- Amputations, including major limbs (eg, hemipelvectomy and amputation of legs or arms) and minor amputations (eg, amputations of fingers, toes, hands, or feet)
- Breast augmentation or reduction
- Minimum-exposure plastic surgical procedures (eg, liposuction, minor skin resection for reshaping, face lift, brow lift, blepharoplasty, and otoplasty)
- Total and subtotal thyroidectomy and/or biopsy
- Endoscopic ear, nose, and throat surgery and simple ear and nasal procedures (eg, stapedectomy or stapedotomy, and insertion of tympanostomy tubes)
- Ophthalmic surgery
- Assistance with an uncomplicated vaginal delivery
- Laparoscopic procedures
- Thoracoscopic procedures
- Nasal endoscopic procedures
- Routine arthroscopic procedures
- Plastic surgery

- Insertion of, maintenance of, and drug administration into arterial and central venous lines
- Endotracheal intubation and use of laryngeal mask
- Obtainment and use of venous and arterial access devices that occur under complete antiseptic technique, using universal precautions, "no-sharp" technique, and newly gloved hands
- Interactions with patients in situations during which the risk of the patient biting the physician is significant; for example, interactions with violent patients or patients experiencing an epileptic seizure
- Any open surgical procedure with a duration of more than 3 hours, probably necessitating glove change

Note: Modified from Reitsma et al.¹

- Does not include subgingival scaling with hand instrumentation.
- If done emergently (e.g., during acute trauma or resuscitation efforts), peripheral phlebotomy is classified as Category III.
- If there is no risk present of biting or of otherwise violent patients.
- Use of an ultrasonic device for scaling and root planing would greatly reduce or eliminate the risk for percutaneous injury to the provider. If significant physical force with hand instrumentation is anticipated to be necessary, scaling and root planing and other Class II procedures could be reasonably classified as Category III.
- Making and suturing an episiotomy is classified as Category III.
- If unexpected circumstances require moving to an open procedure (eg, laparotomy or thoracotomy), some of these procedures will be classified as Category III.
- If moving to an open procedure is required, these procedures will be classified as Category III.
- If opening a joint is indicated and/or use of power instruments (eg, drills) is necessary, then this procedure is classified as Category III.
- A procedure involving bones, major vasculature, and/or deep body cavities will be classified as Category III.
HIV, HBV and HCV 6 of 8 Amended: 11/23/10 HIV, HBV and HCV 7 of 8 Amended: 11/23/10
- Removal of an erupted or non-erupted tooth requiring elevation of a mucoperiosteal flap, removal of bone, or sectioning of tooth and suturing if needed.²

REFERENCES ON TABLES

1. Reitsma AM, Closen ML, Cunningham M, et al. Infected physicians and invasive procedures: safe practice management. Clin Infect Dis 2005; 40:1665-1672.
2. Kohn WG, Collins AS, Cleveland JL, Harte JA, Eklund KJ, Malvitz DM. Guidelines for infection control in dental health-care settings-2003. MMWR Recomm Rep 2003; 52:1-61.

3. Centers for Disease Control and Prevention. Possible transmission of human immunodeficiency virus to a patient during an invasive dental procedure. MMWR Morb Mortal Wkly Rep 1990; 39:489-493.

4. Centers for Disease Control and Prevention. Update: Transmission of HIV infection during an invasive dental procedure-Florida. MMWR Morb Mortal Wkly Rep 1991; 40:21-33.

Exhibit D

See: <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr6007a1.htm>

Criminal Background Checks for Accepted Applicants and Currently Enrolled Students in RBHS

Updated 4/3/2013

A. Individuals to whom this policy applies will be required to have a criminal background check performed with results deemed favorable by the University as a condition of their admission or initial enrollment and/or continued enrollment. An offer of admission will not be final and enrollment not permitted until the completion of the background check with results deemed favorable by the University. Admission may be denied or rescinded, or enrollment terminated, or a visiting student refused based upon the results of the criminal background check.

B. Individuals to whom this policy applies must sign a form authorizing the University to have a criminal background check performed on them by a consumer reporting agency engaged by the University to conduct such checks (EXHIBIT A), 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 (EXHIBIT B).

C. The background check shall include a Social Security Number trace to confirm past residences, a search of the U.S. Department of Health and Human Services Office of Inspector General List of Excluded Individuals/Entities (LEIE), and a criminal background search. The criminal background search shall involve all levels of criminal offense, all types of adjudications, all legal processes not yet resolved, and all types of offenses, extending as far back as possible.

D. Omission of required information, or false or misleading information provided by the individual on the Accepted Applicant/Enrolled Student Disclosure Form (EXHIBIT B) or in Page 2 RBHS Chancellor

Policy any other communication with the University or its Schools may result in denial or rescission of admission, disciplinary action or dismissal.

E. The following statement shall be included on admissions application forms for all pertinent RBHS Schools and educational programs: "I understand that, as a condition of admission, I may be required to authorize Rutgers to obtain criminal background check(s). I may also be required to obtain a background check myself or authorize clinical training facilities to conduct this check, and to permit the results to be provided by the reporting agency to Rutgers and/or to clinical facilities. If I am offered admission, the offer will not be considered final and I will not be permitted to enroll until completion of my background check, with results deemed favorable by Rutgers. If the results of the background check(s) are not deemed favorable by Rutgers, or if information received indicates that I have provided false or misleading statements, have omitted required information, or in any way am unable to meet the requirements for completion of the program, the admission may be denied or rescinded, or I may be disciplined or dismissed."

F. Each pertinent School will inform potential applicants, enrolled students and visiting students that criminal background checks may be performed by means of an announcement in the catalog, student handbook, bulletin or any other pertinent informational materials, stating that: "As a condition of admission and continued enrollment, students may be required to authorize Rutgers to obtain criminal background check(s). Students may also be required to obtain a background check themselves or authorize clinical training facilities to conduct this check, and to permit the results to be provided by the reporting agency to Rutgers and/or to clinical facilities. Offers of admission will not be considered final and enrollment will not be permitted until completion of the background check, with results deemed favorable by Rutgers. If the results of the background check(s) are not deemed favorable by Rutgers, 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 admission may be denied or rescinded, or the student may be disciplined or dismissed. 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, 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 the School as soon as possible, and in no event later than ten working days following the event."

G. The University will consider criminal background check reports that were originally performed for educational or employment purposes at another institution or agency in lieu of checks performed by Rutgers if these checks were performed within one year of enrollment for applicants for admission, or within one year of the current academic term for enrolled or visiting students, and if these checks were as comprehensive as those performed by the agency engaged by the University. These reports must be

sent directly from the agency or institution for which the criminal background check was performed to the accepted applicant's/enrolled student's RBHS School. The University reserves the right to require an additional criminal background check performed by a consumer reporting agency approved by the University.

H. RBHS students who have had a break in enrollment (e.g., withdrawal, leave of absence, suspension) of more than twelve months may, at the discretion of the school, be required to have a criminal background check performed with results deemed favorable by the University as a condition of their return. Page 3 RBHS Chancellor Policy

I. If the background check report reveals information of concern which the University may deem unfavorable, the School will provide the accepted applicant or enrolled or visiting student a copy of the report and the document "A Summary of Your Rights Under the Fair Credit Reporting Act" (EXHIBIT C), and require the individual to provide a detailed written description and explanation of the information contained in the report along with appropriate documentation, specifically police reports. (EXHIBITS D and E are sample letters for this purpose.) This information must be returned to the School within 10 working days of the date the communication is sent to the individual, or another date specified by the School in its communication with the individual. The University may also independently seek to obtain additional information, such as a copy of the original criminal charge, in order to corroborate the individual's explanation.

J. The University, as represented by the University Office of Academic Affairs, the Office of General Counsel, The RBHS Chancellors' Office, and a School official, will review the report, the accepted applicant's/enrolled student's explanation and any supplementary information, and will consider factors such as: the nature and seriousness of the offense, the circumstances under which the offense occurred, relationship between the duties to be performed as part of the educational program and the offense committed, the age of the person when the offense was committed, whether the offense was an isolated or repeated incident, the length of time that has passed since the offense, past employment and history of academic or disciplinary misconduct, evidence of successful rehabilitation, and the accuracy of the information provided by the accepted applicant in the application materials, Disclosure Form or other materials. If the University deems the background check information unfavorable, or if the information received indicates that the accepted applicant/enrolled student is in any way unable to meet the requirements for completion of the program, or if the individual fails to provide additional documentation as required, an offer of admission may be denied or rescinded, or an enrolled student may be disciplined or dismissed, or a visiting student refused. (See Section K below.) Unresolved criminal charges in the background check or delay by the individual in providing additional documentation as required may necessitate postponement of the University's final decision pending the outcome of the matter.

K. Some University-affiliated clinical facilities may require disclosure of a student's criminal

background check report prior to permitting the student to participate in the educational program at the facility. When a student's educational program includes participation at such clinical facilities, the University will disclose to the facility any items reported on the student's background check report, without identifying the student. If the facility then agrees to accept the student and requires disclosure of the student's name, or if disclosure of criminal background information would likely identify the student, the University will advise the student of the need to disclose the student's identity and the contents of the background report with supplementary materials, and will seek the student's written authorization to do so. (See EXHIBIT F, sample letter to obtain student consent to disclose to clinical facilities.) If the student refuses to consent to disclosure to the facility, the School may permit the student to participate at an alternate clinical site, if available and appropriate to the program. If no such site is available and appropriate, the student will be advised that he/she may not be able to fulfill the essential functions of the program and is at risk for dismissal.

L. If an accepted applicant's admission is denied or rescinded, or an enrolled student is subject to an adverse action, or a visiting student refused based on information obtained from a criminal background report, the accepted applicant or enrolled student will be advised of the name and address of the consumer reporting agency that furnished the report, and of the right to dispute the accuracy or completeness of any information contained in the report by contacting the consumer reporting agency directly. (See EXHIBIT H for a sample letter withdrawing an offer of admission, EXHIBIT I for a sample letter withdrawing an offer of admission when applicant has not provided required documents about information of concern, and EXHIBIT C for a copy of "A Summary of Your Rights Under the Fair Credit Reporting Act.") Page 4 RBHS Chancellor Policy

M. If the University decides, based upon the individual's written description, explanation and documentation about information contained in a criminal background check, that the results of the check are deemed favorable, the individual shall be informed that the University's positive decision is not a guarantee that every clinical facility will permit the student to participate in its portion of the educational program in the future, or that any state will accept the individual as a candidate for registration, permit or licensure. (See EXHIBIT J, sample letter advising accepted applicant or enrolled student of positive decision after review of items of concern.)

N. Criminal background check reports will be maintained securely, confidentially and separately from an admission file or a student's academic file. Criminal background check reports must be maintained for a period of at least five years after graduation or separation from the University for enrolled students, and for at least five years after last activity involving applicants.

O. The following language should ordinarily be included in Memoranda of Understanding with clinical facilities: "If the Facility requires evidence of criminal background checks for students engaged in training at the Facility, the Facility agrees that it will either permit University students to participate in training pursuant to this Agreement based on the University's statement that a criminal background

check with outcome deemed acceptable by the University was completed either at the time of admission or prior to the student's enrollment in clinical coursework, or conduct its own criminal background check on each student at its sole expense."

P. If required by a clinical facility, the following language may be included in Memoranda of Understanding, if given prior approval by the University Office of Academic Affairs: "The Facility requires evidence of criminal background checks for students engaged in training at the Facility. Students with criminal background checks deemed favorable by the University will be recommended for placement at Facility. Upon request, Facility may review any findings of concern that were deemed favorable by the University without identification of the student. If such findings of concern are acceptable to Facility and Facility agrees to accept student for clinical placement, University will identify the student if specifically requested by the Facility, after student consent is obtained."

EXHIBITS

- A. Accepted Applicant/Enrolled Student Authorization for Criminal Background Check
- B. Accepted Applicant/Enrolled Student Disclosure Form
- C. "A Summary of Your Rights Under the Fair Credit Reporting Act"
- D. Sample letter from a School to an accepted applicant for admission accompanying a criminal background check report containing information of concern and requesting additional information
- E. Sample letter from a School to an enrolled student accompanying a criminal background check report containing information of concern and requesting additional information
- F. Sample letter from a School to an accepted applicant or enrolled student in which consent is sought to disclose criminal background check reports to clinical facilities
- G. Sample letter from a School to an enrolled student dismissing the student after review of items of concern from a criminal background check Page 5 RBHS Chancellor Policy
- H. Sample letter from a School to an accepted applicant for admission withdrawing an initial offer of admission
- I. Sample letter from a School to an applicant accepted for admission withdrawing an offer of admission when applicant has not provided required documents about information of concern from a criminal background check
- J. Sample letter advising accepted applicant or enrolled student of positive decision after review of items of concern from a criminal background check Page 6 RBHS Chancellor Policy

EXHIBIT A

(Print on School's stationery)

Accepted Applicant/Enrolled Student Authorization for Criminal Background Check

In order to complete your educational program at Rutgers Biomedical and Health Sciences (RBHS) , the performance of a completed criminal background check is required. Some University-affiliated clinical facilities may require disclosure of a student's criminal background check report prior to permitting the student to participate in the educational program at the facility. Rutgers engages the services of a consumer reporting agency to conduct this background check. Authorization to conduct this background check and results deemed favorable by Rutgers are conditions for admission and continued enrollment. Please complete the following authorization:

I hereby authorize Rutgers to obtain consumer reports (criminal background check) in order to satisfy the requirements of my educational program. I will be informed if my offer of admission is denied or rescinded or if my enrollment is terminated because of information obtained from the consumer reporting agency; in that event, upon my written request, the consumer reporting agency will provide me with a copy of the report and a "Summary of Your Rights Under the Fair Credit Reporting Act." (FCRA 15 U.S.C. 1681 et seq.)

Name (please print): _____ SS#: _____

Other name(s) used (please print): _____ Date of birth: _____

Current address and former addresses for the past 10 years. Include address, town, state and zip code. Please print:

Current:

Previous:

Previous:

Previous:

Attach additional pages if needed.

Signature: _____ Date: _____

EXHIBIT B

(Print on School's stationery)

Accepted Applicant/Enrolled Student Disclosure Form

Please answer the following questions and return this form with the Accepted Applicant/Enrolled Student Authorization for Criminal Background Check:

Have you ever been convicted of, or pleaded guilty or no contest to a crime, misdemeanor or other offense? (All convictions, guilty or no contest pleas must be disclosed unless you have a court order [written document] expunging the incident from your records.)

____ Yes

____ No

If yes, please describe the specific nature, year, location and disposition to date of the charge:

I hereby release Rutgers, its affiliated entities, employees and agents from all liability for requesting the above information and/or criminal background check reports and for acting based on such information and/or reports.

I certify that the information above is true, accurate and complete. Any omission, or false or misleading information may result in actions including, but not limited to, denial or rescission of an offer of admission, disciplinary action or dismissal. I also agree to notify the School of any future convictions, guilty pleas or no contest pleas to any crime, misdemeanor or other offense; and of any future arrests, charges or investigations by any law enforcement authorities or professional licensing authorities by the next business day following the reportable event. If next day reporting is not feasible, I will notify

the School as soon as possible, and in no event later than ten working days following the event.

Name: _____ (Please print)

Signature: _____

Date: _____

EXHIBIT C

Para informacion en espanol, visite www.ftc.gov/credit o escribe a la FTC Consumer Response Center, Room 130-A 600 Pennsylvania Ave. N.W., Washington, D.C. 20580.

A Summary of Your Rights Under the Fair Credit Reporting Act

The federal Fair Credit Reporting Act (FCRA) promotes accuracy, fairness, and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that sell information about check writing histories, medical records, and rental history records). Here is a summary of your major rights under the FCRA. **For more information, including information about additional rights, go to www.ftc.gov/credit or write to: Consumer Response Center, Room 130-A, Federal Trade Commission, 600 Pennsylvania Ave. N.W., Washington, D.C. 20580.**

- **You must be told if information in your file has been used against you.** Anyone who uses a credit report or another type of consumer report to deny your application for credit, insurance, or employment – or to take another adverse action against you – must tell you, and must give you the name, address, and phone number of the agency that provided the information.
- **You have the right to know what is in your file.** You may request and obtain all the information about you in the files of a consumer reporting agency (your “file disclosure”). You will be required to provide proper identification, which may include your Social Security number. In many cases, the disclosure will be free. You are entitled to a free file disclosure if:
 - a person has taken adverse action against you because of information in your credit report;
 - you are the victim of identify theft and place a fraud alert in your file;
 - your file contains inaccurate information as a result of fraud;
 - you are on public assistance; you are unemployed but expect to apply for employment within 60 days. In addition, by September 2005 all consumers will be entitled to one free disclosure every 12 months upon request from each nationwide credit bureau and from nationwide specialty consumer reporting agencies. See www.ftc.gov/credit for additional information.

- **You have the right to ask for a credit score.** Credit scores are numerical summaries of your credit-worthiness based on information from credit bureaus. You may request a credit score from consumer reporting agencies that create scores or distribute scores used in residential real property loans, but you will have to pay for it. In some mortgage transactions, you will receive credit score information for free from the mortgage lender.
- **You have the right to dispute incomplete or inaccurate information.** If you identify information in your file that is incomplete or inaccurate, and report it to the consumer reporting agency, the agency must investigate unless your dispute is frivolous. See www.ftc.gov/credit for an explanation of dispute procedures.
- **Consumer reporting agencies must correct or delete inaccurate, incomplete, or unverifiable information.** Inaccurate, incomplete or unverifiable information must be removed or corrected, usually within 30 days. However, a consumer reporting agency may continue to report information it has verified as accurate. Page 9 RBHS Chancellor Policy
- **Consumer reporting agencies may not report outdated negative information.** In most cases, a consumer reporting agency may not report negative information that is more than seven years old, or bankruptcies that are more than 10 years old.
- **Access to your file is limited.** A consumer reporting agency may provide information about you only to people with a valid need -- usually to consider an application with a creditor, insurer, employer, landlord, or other business. The FCRA specifies those with a valid need for access.
- **You must give your consent for reports to be provided to employers.** A consumer reporting agency may not give out information about you to your employer, or a potential employer, without your written consent given to the employer. Written consent generally is not required in the trucking industry. For more information, go to www.ftc.gov/credit.
- **You may limit "prescreened" offers of credit and insurance you get based on information in your credit report.** Unsolicited "prescreened" offers for credit and insurance must include a toll-free phone number you can call if you choose to remove your name and address from the lists these offers are based on. You may opt-out with the nationwide credit bureaus by calling them directly.
- **You may seek damages from violators.** If a consumer reporting agency, or, in some cases, a user of consumer reports or a furnisher of information to a consumer reporting agency violates the FCRA, you may be able to sue in state or federal court.
- **Identity theft victims and active duty military personnel have additional rights.** For more information, visit www.ftc.gov/credit.

States may enforce the FCRA, and many states have their own consumer reporting laws. In some cases, you may have more rights under state law. For more information, contact your state or local consumer protection agency or your state Attorney General. Federal enforcers are:

TYPE OF BUSINESS:	CONTACT:
Consumer reporting agencies, creditors and others not listed below	Federal Trade Commission Consumer Response Center – FCRA Washington, DC 20580 1-877-382-4357
National banks, federal branches/agencies of foreign banks (word “National” or initials “N.A.” appear in or after bank’s name)	Office of the Comptroller of the Currency Compliance Management, Mail Stop 6-6 Washington, DC 20219 800-613-6743
Federal Reserve System member banks (except national banks, and federal branches/agencies of foreign banks)	Federal Reserve Board Division of Consumer & Community Affairs Washington, DC 20551 202-452-3693
Savings associations and federally chartered savings banks (word “Federal” or initials “F.S.B.” appear in federal institution’s name)	Office of Thrift Supervision Consumer Programs Washington, DC 20552 800-842-6929
Federal credit unions (words “Federal Credit Union” appear in institution’s name)	National Credit Union Administration 1775 Duke Street Alexandria, VA 22314 703-519-4600
State chartered banks that are not members of the Federal Reserve System	Federal Deposit Insurance Corporation Consumer Response Center, 2345 Grand Avenue, Suite 100 Kansas City, Missouri 64108-2638 1-877-275- 3342
Air, surface, or rail common carriers regulated by former Civil Aeronautics Board or Interstate Commerce Commission	Department of Transportation Office of Financial Management Washington, DC 20590 202-366-1306
Activities subject to the Packers and Stockyards Act, 1921	Department of Agriculture Office of Deputy Administrator – GIPSA Washington, DC 20250 202-720-7051

EXHIBIT D

SAMPLE LETTER FROM A SCHOOL TO AN ACCEPTED APPLICANT FOR ADMISSION ACCOMPANYING A CRIMINAL BACKGROUND CHECK REPORT CONTAINING INFORMATION OF CONCERN AND REQUESTING ADDITIONAL INFORMATION

Dear _____:

Pursuant to the authorization and information you provided, a criminal background check has been completed. A copy of the report produced by the consumer reporting agency is enclosed for your review. You have the right to dispute the accuracy or completeness of any information contained in the report by contacting the consumer reporting agency directly:

(type name, address and phone number of consumer reporting agency)

A copy of "A Summary of Your Rights Under the Fair Credit Reporting Act" is enclosed with this letter.

Please review carefully each item in the report and provide a detailed, written description and explanation, along with appropriate documentation, including police reports. Pending the resolution of this issue to the satisfaction of Rutgers , your pre-enrollment requirements have not been met and your offer of admission is not final.

Please return your response to _____ within ten working days of the date of this letter. As noted in your application and in your authorization to conduct the background check, your admission may be denied or rescinded, unless the results of your background check are deemed favorable by Rutgers .

Yours truly,

EXHIBIT E

SAMPLE LETTER FROM A SCHOOL TO AN ENROLLED STUDENT ACCOMPANYING A CRIMINAL BACKGROUND CHECK REPORT CONTAINING INFORMATION OF CONCERN AND REQUESTING ADDITIONAL INFORMATION

Dear _____:

Pursuant to the authorization and information you provided, a criminal background check has been completed. A copy of the report produced by the consumer reporting agency is enclosed for your review. You have the right to dispute the accuracy or completeness of any information contained in the report by contacting the consumer reporting agency directly:

(type name, address and phone number of consumer reporting agency)

A copy of "A Summary of Your Rights Under the Fair Credit Reporting Act" is enclosed with this letter.

Please review carefully each item in the report and provide a detailed, written description and explanation, along with appropriate documentation, including police reports. Pending the resolution of this issue to the satisfaction of Rutgers , your ability to participate in training at clinical facilities and your continued enrollment are at risk.

Please return your response to _____ within ten working days of the date of this letter. As indicated in your authorization to conduct the background check, you may be subject to dismissal from the program, unless the results of your background check are deemed favorable by Rutgers .

Yours truly,

EXHIBIT F

SAMPLE LETTER FROM A SCHOOL TO AN ACCEPTED APPLICANT OR ENROLLED STUDENT IN WHICH CONSENT IS SOUGHT TO DISCLOSE CRIMINAL BACKGROUND CHECK REPORTS TO CLINICAL FACILITIES

Dear _____:

This is to inform you that _____ ("facility") requires disclosure of students' criminal background check reports and supplementary materials as a condition of acceptance for training at the facility. Training at the facility is an important component of your educational program, and equivalent clinical experiences may not be available at other facilities.

Please sign below, indicating your consent for Rutgers to disclose to the facility a copy of your criminal background check report and any other materials provided by you or others in connection with the report. Return signed copy to _____.

Thank you.

Yours truly,

_____	_____	_____
Name (Print)	Signature	Date

EXHIBIT G

SAMPLE LETTER FROM A SCHOOL TO AN ENROLLED STUDENT DISMISSING THE STUDENT AFTER REVIEW OF ITEMS OF CONCERN FROM A CRIMINAL BACKGROUND CHECK

Dear _____:

This is to inform you that the review of the results of your criminal background check and the explanation and information you provided has been completed. I regret to inform you that the results are not deemed favorable by Rutgers. Your enrollment, which was conditioned on results deemed favorable by , is terminated effective immediately and you are dismissed from (*school*).

This decision is based, in whole or in part, on information provided in a consumer report furnished by:

(type name, address and phone number of consumer reporting agency)

Please be advised that the consumer reporting agency did not make the decision to take this action and will be unable to provide you with the specific reasons why you have been dismissed. You have a right to obtain a free copy of the consumer report which the consumer reporting agency prepared on you by writing to the consumer reporting agency. You also have the right to dispute the accuracy or completeness of any information contained in the report by contacting the consumer reporting agency directly. A copy of "A Summary of Your Rights Under the Fair Credit Reporting Act" is enclosed with this letter.

Yours truly,

EXHIBIT H

SAMPLE LETTER FROM A SCHOOL TO AN ACCEPTED APPLICANT FOR ADMISSION WHO IS NOT YET ENROLLED WITHDRAWING AN OFFER OF ADMISSION

Dear _____:

This is to inform you that the review of the results of your criminal background check and the explanation and information you provided has been completed. I regret to inform you that the results are not deemed favorable by Rutgers. Your offer of admission for the (Fall/Spring 200X) semester, which was conditioned on results deemed favorable by Rutgers, is therefore withdrawn.

This decision is based, in whole or in part, on information provided in a consumer report furnished by:

(type name, address and phone number of consumer reporting agency)

Please be advised that the consumer reporting agency did not make the decision to take this action and will be unable to provide you with the specific reasons why you were not offered final admission. You have a right to obtain a free copy of the consumer report which the consumer reporting agency prepared on you by writing to the consumer reporting agency. You also have the right to dispute the accuracy or completeness of any information contained in the report by contacting the consumer

reporting agency directly. A copy of "A Summary of Your Rights Under the Fair Credit Reporting Act" is enclosed with this letter.

Yours truly,

EXHIBIT I

SAMPLE LETTER FROM A SCHOOL TO AN APPLICANT ACCEPTED FOR ADMISSION WITHDRAWING AN OFFER OF ADMISSION WHEN APPLICANT HAS NOT PROVIDED REQUIRED DOCUMENTS ABOUT INFORMATION OF CONCERN FROM A CRIMINAL BACKGROUND CHECK

Dear _____:

This is to inform you that the review of the results of your criminal background check has been completed. Because you failed to provide the explanation and/or other documents requested, your results were reviewed without them. I regret to inform you that the results are not deemed favorable by Rutgers. Your offer of admission for the (Fall/Spring 200X) semester, which was conditioned on results deemed favorable by Rutgers, is therefore withdrawn.

This decision is based, in whole or in part, on information provided in a consumer report furnished by the following consumer reporting agency:

(type name, address and phone number of consumer reporting agency)

Please be advised that the consumer reporting agency did not make the decision to take this action and will be unable to provide you with the specific reasons why you were not offered final admission. You have a right to obtain a free copy of the consumer report which the consumer reporting agency prepared on you by writing to the consumer reporting agency. You also have the right to dispute the accuracy or completeness of any information contained in the report by contacting the consumer reporting agency directly. A copy of "A Summary of Your Rights Under the Fair Credit Reporting Act" is enclosed with this letter.

Yours truly,

EXHIBIT J

SAMPLE LETTER ADVISING ACCEPTED APPLICANT OR ENROLLED STUDENT OF POSITIVE DECISION AFTER REVIEW OF ITEMS OF CONCERN FROM A CRIMINAL BACKGROUND CHECK

Dear _____:

I am pleased to inform you that Rutgers has completed the review of your criminal background check report and supplementary materials and has deemed the results to be favorable.

Please be advised that this decision does not guarantee that you will be permitted by every clinical affiliate to participate in its portion of the Rutgers educational program in the future. It also does not guarantee that you will be granted privileges at any facility or that any state will accept your application for registration, permit or licensure.

Yours truly,

Policy Preventing Discrimination and Harassment

Revised 8/14/2020

1. Policy Statement

This Policy discusses the University's prohibitions against discrimination and **harassment** based upon membership in enumerated protected classes, including certain forms of **sexual** misconduct. This Policy also discusses the University's prohibitions against retaliation based upon the exercise of rights under this Policy.

The University is committed to responding to all forms of prohibited discrimination, **harassment**, and retaliation. Reports of misconduct outside the scope of this Policy may be addressed under other University Policies. Additional information concerning reporting options and applicable policies is set forth below.

This Policy does not apply to **sexual harassment** that is prohibited by Title IX of the Education Amendments Act of 1972 ("Title IX") (including **sexual** assault, dating violence, domestic violence and stalking). Such conduct is covered by University Policy 60.1.33: Title IX Policy and Grievance Procedures.

2. Reason for Policy

To foster a safe and non-discriminatory University environment, comply with Title VII of the Civil Rights Act, the New Jersey Law Against Discrimination and other applicable laws, and inform all members of the Rutgers community that this Policy applies to all areas of University operations and programs.

3. Who Should Read This Policy

All members of the Rutgers University community.

4. Resources

- [Discrimination, **Harassment**, Workplace Violence, **Sexual** Misconduct, and Retaliation Complaint Process: Complaints Against University Employees and Third Parties](#)
- [University Policy 60.1.13: Policy Prohibiting Workplace Violence](#)
- [University Policy 60.1.16: Conscientious Employee Protection Policy](#)
- [University Policy 60.1.33: Title IX Policy and Grievance Procedures](#)
- [University Policy 60.1.32: Policy on Consensual Relationships in Academic Settings](#)
- [Third Parties Resources Supplement](#)
- [Office of Employment Equity Formal Complaint Form](#)
- [University Policy 10.2.11: Code of Student Conduct](#)
- [Rutgers Biomedical and Health Sciences \(RBHS\) Students Rights, Responsibilities and Disciplinary Procedures](#)
- [University Policy 60.1.1: Employment of Relatives](#)
- [University Policy 60.1.8: Equal Employment Opportunity and Affirmative Action Policy](#)
- [University Policy 60.5.1: Academic Freedom Policy](#)
- [Staff and Faculty Guidelines for Disability Accommodations](#)
- [University Student Life Policy Against Verbal Assault, **Harassment**, Intimidation, Bullying and Defamation](#)
- [Staff and Faculty Guidelines for Religious Accommodations](#)
- [University Human Resources](#): 848-932-3020
- [Office of Employment Equity](#): 848-932-3973; employmentequity@hr.rutgers.edu
- [Office of Student Conduct](#)
 - New Brunswick: 848-932-9414, conduct@echo.rutgers.edu
 - Newark: 973-353-5063, communitystandards@newark.rutgers.edu
 - Camden: 856-225-6050, deanofstudents@camden.rutgers.edu
 - [RBHS Office of Academic & Student Affairs](#): 973-972-5374
- [Rutgers University Police Departments](#):
 - New Brunswick: 732-932-7211
 - Newark: 973-353-5111
 - Camden: 856-225- 6111
 - Health Sciences-Newark: 973-972-4491

5. Definitions

A. **Discrimination** is defined as an intentional or unintentional act which adversely affects employment or educational opportunities on the basis of membership in one or more protected classes. Rutgers provides equal employment opportunity to all its employees and applicants for employment regardless of their race, religion, color, national origin, ancestry, age, sex, **sexual** orientation, pregnancy, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and any other category protected by law. Rutgers considers as a basis for selection in employment only those characteristics which are demonstrably related to job performance or requirements.

B. **Harassment** is conduct directed toward an individual or group based on membership in one or more protected classes. Such conduct must be sufficiently severe or pervasive to alter an individual's employment conditions, or a student's educational opportunities^[1] which, in turn, creates an unreasonably intimidating, offensive, or hostile environment for employment, education, or participation in University activities.

1. A person does not have to be the direct and immediate target of **harassment** to complain about it. Harassing behavior toward others may be so offensive, demeaning, or disruptive as to constitute a hostile work or academic environment, though not specifically directed at the observer or individual lodging the complaint. A single, isolated incident of **harassment** may, based on the facts and circumstances, create a hostile environment. Conduct alleged to constitute **harassment** will be evaluated according to the objective standard of a reasonable person.

2. **Sexual Harassment** includes any unwelcome **sexual** advances, requests for **sexual** favors, or other unwelcome written, verbal, or physical conduct of a **sexual** nature when:

- i. submission to such conduct is made, explicitly or implicitly, a term or condition of an individual's education, employment, or participation in a University activity;
- ii. submission to, or rejection of, such conduct by an individual is used as the basis for decisions affecting that individual's academic standing, employment status, or participation in a University activity; or
- iii. such conduct is severe or pervasive enough to unreasonably interfere with an individual's academic or work performance or participation in a University activity, or to create an intimidating, hostile, or abusive work or educational environment.

Sexual harassment may be committed by anyone regardless of gender identity and may occur between members of the same or different sexes. Further, **harassment** based on a person's sex is not limited to instances involving **sexual** behavior. That is, **harassment** on the basis of sex may occur without **sexual** advances or **sexual** overtones when conduct is directed at individuals or groups because of their sex. This is often referred to as sex or gender **harassment**, and such conduct violates this Policy.

3. Examples of conduct that may constitute or support a finding of **harassment** in violation of this Policy include, but are not limited to, the following types of behavior:

PHYSICAL CONDUCT

- a. Unnecessary or unwanted physical contact
- b. Blocking someone's path or impeding movement
- c. Physical interference with work
- d. Physical assault
- e. Deliberate destruction of property

NON-VERBAL CONDUCT

- a. Display of offensive material or objects
- b. Suggestive or insulting gestures, sounds, or whistles

VERBAL CONDUCT

- a. In some instances, innuendo or other suggestive, offensive, or derogatory comments or jokes about sex or a protected group listed in Section I
- b. Extortion, overt threats, or intimidation
- c. Obscene or harassing messages sent via computer or left on an answering machine or voice mail

6. The Policy

I. POLICY

Rutgers University is committed to a working and learning environment for all faculty, staff and students that is free from discrimination and **harassment**. The University strictly prohibits discrimination and **harassment** based on membership in certain enumerated protected classes ("protected classes"). These classes are race, religion, color, national origin, ancestry, age, sex, **sexual** orientation, pregnancy, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and any other category protected by law. **Harassment** is a form of discrimination and, therefore, **harassment** directed toward an individual or group, or experienced by an individual or group, based on membership in a protected class, also violates University policy.

Discrimination and **harassment** compromise the integrity of the University and unfairly interfere with the opportunity for all persons to fully participate in the academic, work, and living environment at Rutgers. The University recognizes the human dignity of each member of the Rutgers community and believes that each member has a responsibility to promote respect and dignity for others so that all employees and students are free to pursue their educational and work goals in an open environment, participate in the free exchange of ideas, and share equally in the University's employment and educational opportunities. To achieve this end, the University strives to foster an academic, work, and living environment that is free from discrimination and **harassment** on the basis of membership in the protected classes referenced above.

At the same time, the University is committed to the principles of academic freedom and believes that vigorous discussion and debate, as well as free inquiry and free expression, are an integral part of the University community. [\[2\]](#)

II. **SCOPE**

This Policy will apply to complaints of discrimination and **harassment** including certain forms of **sexual** misconduct, as defined above, except as specifically excluded below. This Policy applies to all areas of University operations and programs, including the conduct of all University employees and student employees that arises out of their employment status, as well as to the conduct of all interns, volunteers, vendors, contractors, subcontractors, and others who do business with the University.

A. **Sexual Harassment Prohibited by Title IX**

Title IX prohibits discrimination on the basis of sex in education programs and activities. This includes certain forms of **sexual harassment** and **sexual** violence that interfere with a person's equal access to the University's educational programs and activities. Related federal regulations mandate a specific grievance process that the University must follow in cases in which **sexual harassment** prohibited by Title IX is alleged.

The [Title IX Policy and Grievance Procedures, Policy 60.1.33](#) the forms of **sexual harassment** that are prohibited by Title IX ("Covered **Sexual Harassment**") and describes the ways in which Rutgers will respond to reported instances of Covered **Sexual Harassment**, as required by law. As discussed in further detail in the Title IX Policy, Covered **Sexual Harassment** includes:

1. An employee conditioning education benefits on participation in unwelcome **sexual** conduct (i.e., "quid pro quo" **harassment**);
2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies a person equal access to the University's education program or activity;
3. **Sexual** assault;
4. Dating violence;
5. Domestic violence; and
6. Stalking

In order for the Title IX Policy to apply, the alleged conduct must: (i) meet the definition of Covered **Sexual Harassment**; (ii) have occurred in the United States; and (iii) have occurred in a Rutgers education program or activity (which may include conduct that occurs in the workplace or in the course of performing one's job duties at Rutgers). The Title IX Policy applies in all cases that meet these parameters, regardless of whether the parties to the complaint are students, employees (faculty and staff) or third parties.

Allegations of **sexual harassment** that fall within the scope of the Title IX Policy must be handled in accordance with the Title IX Policy and are excluded from the scope of this Policy (the Discrimination Policy). However, this Policy utilizes a broader definition of **sexual harassment** than the Title IX Policy, set forth above, consistent with other State and federal laws that also prohibit **sexual harassment**. Therefore, complaints of **sexual harassment** alleged to have been committed by employees or third parties that do not fall within the scope of the Title IX Policy may still be investigated under this Policy.

All reports and complaints of alleged **sexual harassment** will be evaluated by the Director of the Office of Employment Equity (the Title IX Coordinator for Employees) to determine whether the alleged conduct falls within the scope of the Title IX Policy. If some or all of the reported conduct falls within the scope of the Title IX Policy, such allegations will be handled in accordance with the Title IX Policy. If not, the Director will determine whether the alleged conduct, if true, would constitute prohibited **sexual harassment** under this Policy, and, if so, proceed in accordance with the [Discrimination, Harassment, Workplace Violence, and Retaliation Complaint Process: Complaints Against University Employees and Third Parties](#) ("Complaint Process").[3]

III. **DESIGNATION OF UNIVERSITY OFFICES AND EMPLOYEES**

Throughout this Policy, the University office and/or employee(s) who will typically perform certain roles or duties are identified. However, the University may designate other University offices or employees to perform any roles or duties described in this Policy where necessary to effectuate this Policy.

IV. **ROMANTIC, DATING, INTIMATE AND/OR SEXUAL RELATIONSHIPS**

Romantic, dating, intimate, and/or **sexual** relationships that occur in the student-teacher context or in the context of employment supervision or evaluation present special problems. These types of relationships are especially vulnerable to exploitation due to the difference in power and the respect and trust that are often present between a teacher and a student, a supervisor and a subordinate, or a senior and junior colleague in the same unit. As a result of this power differential, a student or subordinate's "voluntary" participation in a romantic, dating, intimate and/or **sexual** relationship with an individual in a position of power or authority does not alone demonstrate that the conduct was welcome. The attempts of a teacher to show a romantic interest in a student may constitute **sexual harassment**. Similarly, a supervisor's display of a romantic interest in a subordinate may constitute **sexual harassment**.

[University Policy 60.1.32: Policy on Consensual Relationships in Academic Settings](#) prohibits certain consensual relationships involving students and sets forth the required procedures employees must follow to report certain relationships and avoid/eliminate any related conflicts of interest.

In addition, the University also strongly discourages romantic, dating, intimate and/or **sexual** relationships between University employees where there is an imbalance of power because one individual is in a position to make decisions which may affect the educational opportunities, employment or career of the other. These relationships include supervisor/subordinate relationships and any other relationships between individuals wherein one individual has the power to make decisions that may have an impact, either direct or indirect, on the employment, career or educational opportunities of the other.

Employees in romantic, dating, intimate and/or **sexual** relationships must recuse themselves from decisions that may have a direct or indirect impact on the employee with whom they are in a relationship. Those who fail to do so and/or abuse their power in such circumstances may be found to have violated this Policy. An abuse of power may be, but is not limited to, promising an employee a promotion, or providing preferential academic or employment opportunities to an individual based on a romantic, dating, intimate and/or **sexual** relationship.

Any individual who engages in a romantic, dating, intimate and/or **sexual** relationship with someone over whom he or she has supervisory responsibility must inform his or her immediate supervisor of the relationship, so that the University can take action to make changes that eliminate the conflict of interest. If the University determines it is unable to eliminate the conflict of interest in a relationship between employees, the employees will be provided with the opportunity to decide which of the two will resign their employment. Failure to give proper notice to the appropriate supervisor may result in disciplinary action and/or the denial of legal representation and indemnification in the event that a lawsuit based on the relationship is filed.

V. ACADEMIC FREEDOM

The classroom and other instructional settings (e.g., studio, laboratory) present special problems because academic freedom protects the expression of ideas, even when the idea or its expression may be perceived to be offensive, if conduct or statements which are the subject of a complaint are germane to the subject matter taught. The educational process is predicated upon the free exchange of ideas, and this Policy shall not be interpreted to prohibit free expression protected by the First Amendment. The National American Association of University Professor's (AAUP) Statement on Professional Ethics provides that professors should avoid any exploitation, **harassment**, or discriminatory treatment of students. The 1940 Statement of Principles on Academic Freedom and Tenure provides that Professors should not introduce into their teaching controversial matter which has no relation to their subject. Accordingly, if conduct or statements which are the subject of a complaint occur in an instructional context and are germane to the subject matter being taught, wide latitude is required for professional judgment in determining the appropriate content and presentation of the academic material being taught. Therefore, **harassment** in violation of this Policy will not be found to exist in an instructional setting unless the conduct or statements which are the subject of a complaint are not germane to the subject matter taught and:

- are directed toward an individual or group based on one or more of the protected classes listed in Section I above;
- are sufficiently severe or pervasive to alter an individual's educational environment;
- create an objectively hostile learning environment; and
- are, in fact, perceived as hostile by the complainant.

VI. REPORTING DISCRIMINATION AND HARASSMENT

Any member of the University community alleging discrimination or **harassment** on the basis of membership in any of the protected classes is encouraged to report it immediately to the Office of Employment Equity.[\[4\]](#)

University supervisors and managers are required to inform the Office of Employment Equity of any reported conduct prohibited by this Policy involving other employees. This means that these individuals are required to report all relevant details, including the names of the individual who made the report, the alleged victim, the alleged Respondent, any witnesses, and other known relevant facts. One does not have

to be the direct target of the discrimination or **harassment** to report it. Complaints against students, arising out of their conduct as students, are addressed by [University Policy 10.2.11: Code of Student Conduct](#) and the [RBHS Students Rights, Responsibilities, and Disciplinary Procedures Policy](#).^[5]

Any individual who believes that he or she has been the victim of a crime (including but not limited to forced physical contact and/or **sexual** violence) also has a right, and is encouraged, to report the incident to the appropriate law enforcement agency. Questions about law enforcement assistance and involvement may be directed to the Chief of Police at Rutgers University–New Brunswick, Rutgers University–Newark, and Rutgers University–Camden.

The University is committed to responding to reports and complaints of discrimination and **harassment** promptly, fairly, and with sensitivity, as outlined in the [Discrimination, Harassment, Workplace Violence, Sexual Misconduct, and Retaliation Complaint Process: Complaints Against University Employees and Third Parties \(“Complaint Process”\)](#).^[6] Upon completion of the Complaint Process, the University will take appropriate corrective action consistent with the results of the investigation. Sanctions may include discipline up to and including termination of employment, consistent with the terms of all University Policies concerning personnel actions and the terms of all applicable collective negotiations agreements. In addition to any sanction, the University may also recommend training, counseling or other support services to the Respondent.^[7]

The University will maintain confidentiality as to discrimination and **harassment** complaints, and the investigation of those complaints, to the extent possible. Only those who have a need to know will be told the identity of the parties to a complaint.

In some instances, a complainant may choose to take no action (including filing a formal complaint) or to defer action until a later date in order to maintain anonymity. In these instances, the University reserves the right to determine whether it is necessary to initiate a University Action and investigate the reported conduct in order to protect the University community. The Director of the Office of Employment Equity will consider various factors in this assessment, such as the availability of independent evidence of the allegations, the nature of the allegations and/or whether there have been similar complaints about the same Respondent. If the Director initiates a University Action, the Director will notify the Complainant, but the Complainant will not be required to participate in the process.

VII. RETALIATION

The University prohibits retaliation against individuals who, in good faith, assert their rights to bring a complaint of discrimination or **harassment** as defined in this Policy, participate in a discrimination or **harassment** investigation, or protest the alleged discrimination, **harassment**, or retaliation. No person may intimidate, threaten, coerce or discriminate against any individual for the purpose of interfering with any right or privilege under this Policy.

Retaliation is an offense separate from the original complaint of discrimination, and will be considered independently from the merits of the underlying complaint. Individuals who believe they have been subjected to retaliation should report the conduct to the Office of Employment Equity.

VIII. FALSE STATEMENTS

All parties and witnesses to a complaint and/or investigation are prohibited from knowingly making false statements and from knowingly submitting false information during the complaint and investigation

process. Knowingly making a false statement or knowingly submitting false information may subject the party or witness to discipline.

Anyone who believes that he or she has been the subject of a false complaint may meet with the Director of the Office of Employment Equity to discuss the allegations. The filing of a complaint that does not result in a finding of prohibited conduct is not alone evidence of the intent to file a false complaint.

[1] A student's educational opportunities refer to his or her learning environment (academic performance and/or academic opportunities), living environment (campus housing accommodations), and ability to participate in activities made available by Rutgers.

[2] Depending on the nature of the alleged misconduct, claims of **sexual harassment** made against University employees or third parties may be covered by this Policy or the Title IX Policy.

[3] Note that if the Complaint is initially filed under the Title IX Policy, but is determined by the Title IX Coordinator not to meet any of the elements set forth above, the dismissal procedures set forth in the Title IX Policy will apply, and the matter may be referred for review under this Policy.

[4] The Director of the Office of Employment Equity supervises the operation of [the Discrimination, Harassment, Workplace Violence, Sexual Misconduct, and Retaliation Complaint Process: Complaints Against University Employees and Third Parties](#). The Office is also a resource for all members of the University community, and is responsible for arranging education and training for the community regarding the Policy and the Complaint Process. Contact information for the Director is 848-932-3973 or employmentequity@hr.rutgers.edu.

[5] Additional information about complaints against students can be found at <http://studentconduct.rutgers.edu/> or by contacting the Office of Student Conduct, which responds to such complaints, and can be reached at 732-932-9414 or conduct@echo.rutgers.edu.

[6] Available at <https://uhr.rutgers.edu/sites/default/files/userfiles/DiscriminationHarassmentComplaintProcess.pdf>. Information is also available at <http://uhr.rutgers.edu/policies-resources/policies-procedures/policy-and-compliance-guidelines/discrimination-and>.

[7] Complaints of discrimination or **harassment** against vendors, contractors, subcontractors, and others who do business with the University will be handled by the Director of the Office of Employment Equity.

