



Policy Manual 2026-2027

Robert Wood Johnson Medical School
rwjms.rutgers.edu

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Academic Rules and Regulations (50th Edition 2026-2027)

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.

I. ACADEMIC STANDING COMMITTEE

A. Charge and authority:

1. This Committee shall have the responsibility of monitoring and designating the academic status of all students in the M.D. and M.D-PhD curricula of Rutgers Robert Wood Johnson Medical School (RWJMS), and of formulating the Academic Rules and Regulations, which provide the guidelines for promotion and awarding of degrees.
2. Actions of the Academic Standing Committee may include, but are not limited to, the following:
 - i. Recommendation of the candidates for the M.D. degree
 - ii. Establish the policies pertaining to student promotion and progress
 - iii. Determination that medical students have satisfactorily met the requirements of each academic year in the M.D. curriculum and all joint degree programs
 - iv. Decisions on students for promotion to the next academic year
 - v. Decisions on appeals of non-passing grades and remediation decisions made by courses and clerkships
 - vi. Decisions on appeals of professionalism conduct forms
 - vii. Mandate for reduced course load, modified curricula, or other forms of extending a medical student's curriculum due to academic difficulties
 - viii. Placement of students on Academic Warning or Academic Suspension
 - ix. Decisions on requested leaves of absence for students in academic difficulty
 - x. Decisions on appeals for an exception to the application of the Academic Rules and Regulations
 - xi. Dismissal of students
 - xii. 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 RWJMS 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. A student may report any potential conflict of interest to a dean of student affairs, who will relay the report to the Chair of the Academic Standing Committee. 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 or student 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 (ADVANCEMENT) 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 "Technical Standards" 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 curriculum:

1. Progression through the pre-clerkship years is dependent upon successfully completing the standard or modified (when required or appropriate) pre-clerkship curriculum.
2. Entrance into the second year of the pre-clerkship curriculum requires successful completion of the first year of the pre-clerkship curriculum.
3. Entrance into the clerkship curriculum requires successful completion of the pre-clerkship curriculum.
4. 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.
5. Students may enroll in a Sub-internship or Critical Care selective in the first 12 months of their clerkship curriculum as long as they have met the pre-requisites for the course. 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 years have elapsed since the completion of the pre-clerkship Patient Centered Medicine Health Equity course must satisfy the following requirements prior to entry into the clerkship curriculum:

1. Students must take a three week (minimum) “practice clerkship” in Internal Medicine, Family Medicine, or Pediatrics, at least 50% of which shall be in an inpatient setting, within six months prior to entry into the clerkship 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 M.D./Ph.D. Program in cases where the M.D./Ph.D. student has had regular clinical experiences during the Ph.D. phase.
2. Students must take the Bridge to Clinical Practice I course 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 first clerkship or elective for credit, unless otherwise approved by a dean of student affairs and the M.D./Ph.D. Program.

- D. All students must pass the Summative Objective Structured Clinical Exam (OSCE).
- E. Successful completion of 20 weeks of electives are required for graduation. Students in dual degree programs and Student Scholar programs may be awarded elective credits for work done in their other degree programs or Student Scholar programs, as noted below; however, in most circumstances, students will still need to complete 20 weeks of electives beyond those awarded for a dual degree program or a Student Scholar program.
 - 1. Students who are in the M.D./Ph.D. program, or who pursue a Ph.D. at an outside institution while enrolled at RWJMS, and who 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 awarded 16 weeks of elective credit for work done in the Ph.D. program. These students will be required to complete 16 additional weeks of elective credit for graduation; they will be allowed to substitute the Ph.D. training for up to four weeks of elective credit toward the relevant graduation requirement. In order to receive credit for work done at an outside institution, students must submit an approved Individually Designed Elective form to the Office of the Registrar prior to beginning the activity.
 - 2. Students who are in the M.D./M.P.H., M.D./M.S.C.T.S., or M.D./M.B.A. program, or who pursue a master's degree at an outside institution while enrolled at RWJMS, and who have completed all requirements for the master's degree (as certified by a transcript that shows conferral of the relevant degree) will be awarded 12 weeks of elective credit for work done in the master's degree program. In order to receive credit, students must submit an approved Individually Designed Elective form to the Office of the Registrar prior to beginning the activity. These students will be required to complete 20 additional weeks of elective credit for graduation.
 - 3. Students engaged in Student Scholar activity (approved by a dean of student affairs) after completion of the pre-clerkship curriculum may receive up to 9 weeks of elective credit for work done in the Student Scholar Program. In order to receive credit, students must submit an approved Individually Designed Elective form to the Office of the Registrar prior to beginning the activity. These students will be required to complete 20 additional weeks of elective credit for graduation.
- F. All students must successfully complete the full curriculum (pre-clerkship, clerkship, and advanced clinical experiences), as well as pass the United States Medical Licensing Exam Step 1 and 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 in total
 2. Clerkship and Advanced Clinical Experiences Curricula: 3 years in total
 3. Pre-clerkship, Clerkship, and Advanced Clinical Experiences Curricula: 6 years in total
 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., 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 Internal Medicine, Surgery, Pediatrics, OB/Gyn, Family Medicine, Psychiatry, Neurology, and Emergency Medicine. Advanced clinical experiences curriculum is defined as a Sub-Internship; Critical Care Selectives; Physical Medicine and Rehabilitation Rotation; Transition to Residency; and any electives taken for credit (a) after completion of the pre-clerkship curriculum and USMLE Step 1 and (b) with approval, in the weeks immediately prior to the Bridge to Clinical Practice I course.

A. Grading System and transcript notations (including Incompletes):

1. Pre-clerkship Curriculum

Pass	P
Fail	F
Incompletes	See #4 below
Audit	AUD
Withdrawal	W
Withdrawal (in Academic Difficulty)	WF
Withdrawal (withdrew from RWJMS)	WW
Not for Credit	NC

2. Clerkship Curriculum*

Honors	4
High Pass with Distinction	3.5
High Pass	3
Pass	2

Fail	0
Incompletes	See #4 below
Audit	AUD
Withdrawal	W
Withdrawal (in Academic Difficulty)	WF
Withdrawal (withdrew from RWJMS)	WW
Not for Credit	NC

3. Advanced Clinical Experiences Curriculum*

Honors	4
High Pass	3
Pass	2
Fail	0
Incompletes	See #4 below
Audit	AUD
Withdrawal	W
Withdrawal (in Academic Difficulty)	WF
Withdrawal (withdrew from RWJMS)	WW
Not for Credit	NC

4. Incompletes: “Incomplete” is not a grade, but a notation that a grade cannot be determined because (a) an initial course exam, clerkship shelf exam, and/or other course/rotation component (e.g., clinical weeks, OSCE, etc.) must be repeated, or (b) extenuating circumstances (e.g., illness, death in family, etc.) have prevented the student from completing all or part of the course/rotation. Extenuating circumstances must be validated by a dean of student affairs before the course/rotation director may grant an “Incomplete.” The following Incompletes may be given:

- i. Incomplete – Exam Retake Required (I/E)
- ii. Incomplete – Course/Clerkship Activity Retake Required (I/C)
- iii. Incomplete – Exam and Course/Clerkship Activity Retake Required (I/EC)
- iv. Incomplete – Missing Course/Rotation Requirements (I/M)

The scheduling of any makeup or remediation 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/rotation requirements and/or remediation work as approved by the course, clerkship, selective, or elective director. Notations of I/M may be replaced by any grade, while notations of I/E, I/C, and I/EC may only be replaced by a grade of Pass or Fail. 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. For students entering the clerkship curriculum, any Incomplete must be satisfied prior to the start of the student's first clerkship or first elective for credit. Any notations of Incomplete

remaining beyond this time limit will be converted to a grade of Fail. Incompletes in the clerkship and advanced clinical experiences curricula 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 this time limit will be converted to a grade of Fail. Limitations on the number of Incompletes and academic progress in the clerkship and advanced clinical experiences curricula are outlined in Section IX.G.

*Notes:

- All one-week and two-week courses or electives, including the Physical Medicine and Rehabilitation rotation, are graded Pass/Fail.
- All electives of longer than two weeks are graded Honors/High Pass/Pass/Fail.

The grades above 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/rotation.

B. Withdrawals: (see also section IX.C)

Withdrawal from a course/rotation in progress is indicated on the transcript by W when a student is in satisfactory academic standing in that course/rotation, WF when a student is in academic difficulty in that course/rotation, or WW when a student withdrew from RWJMS prior to starting the course/rotation.

C. Auditing Classes:

A student may elect to audit a course/rotation upon approval of a dean of student affairs and the director of the relevant course/rotation. 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.

D. Extramural Courses:

Extramural courses taken by RWJMS students following their matriculation at RWJMS 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 appeals to this committee of non-passing grades and remediation programs, the Academic Standing Committee chair will convene an ad hoc committee of at least three members of the Academic Standing 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) are not involved with grading decisions for the curricular year of the student.

VI. PROCEDURES FOR APPEALS OF PROFESSIONALISM

CONDUCT FORMS

For appeals to this committee of Professionalism Conduct Forms, the Academic Standing Committee chair will convene an ad hoc committee of at least three members of the Academic Standing 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) are not involved with grading decisions for the curricular year of the student.

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

- A. A grade of F or a notation of I/E, I/C or I/EC will require remediation.
- B. Remediation after a grade of F or a notation of I/E, I/C, or I/EC may be given at the discretion of the course or SCE director involved, except as restricted by the Academic Rules and Regulations. Regulations concerning remediation will be issued in writing by the course director at the start of the relevant course, or by the SCE director at the time of the initial SCE exam. Prior to the start of each academic year, the pre-clerkship course directors will establish thresholds below which remediation will not be permitted, and these thresholds will be in their syllabi each academic year. If remediation is offered, the specifics of that remediation will be determined by the relevant course 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 course or SCE director may decide that the student will not be permitted to complete remediation, but must repeat the entire course or SCE at Rutgers Robert Wood Johnson Medical School during a subsequent year. When remediation is not offered, a course notation of I/E, I/C or I/EC will be converted to a grade of F by the course director and a course or SCE grade of F will remain an F.
- 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 notation of I/E, I/C or I/EC will be converted to a grade of F and a grade of F will remain an F; in both cases, the student must repeat the entire 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 course or SCE director to ensure coordination of remediation procedures. Remediation of any element of the pre-clerkship curriculum must be completed within 12 months after the initial F, I/E, I/C, or I/EC was received.

- F. All examinations are to be given on the premises of the RWJMS, unless otherwise approved by a dean of student affairs and the relevant course or exam director.
- G. Any student who fails both the Cells to Structure course and the Concepts in Biomedical Sciences course will not be permitted to undergo any program of remediation and will be required to restart the curriculum from the beginning. All requirements for the Cells to Structure and Concepts in Biomedical Sciences courses must be completed by no later than the end of Winter Break of the first-year curriculum, unless otherwise approved by a dean of student affairs in consultation with the relevant course director(s) and the office of academic support.
- H. Any student for whom one of the following is required will not be permitted to undergo any program of remediation and will be required to repeat, at minimum, all involved courses in their entirety:
 - 1. Remediation of more than two pre-clerkship courses
 - 2. Remediation of more than three pre-clerkship exams
 - 3. Remediation that totals greater than eight weeks
- I. A student will not be permitted to take the SCE exam more than three times.
- 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 course director, and the petitions will require specific approval of the Academic Standing Committee.
- L. If a failed course is no longer offered at RWJMS, the Academic Standing Committee shall determine which course(s) must be taken in the subsequent academic year to satisfy the requirements of the curriculum. Failure of any such course(s) 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 RWJMS 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.

VIII. PROCEDURES FOR REMEDIATION IN THE CLERKSHIP & ADVANCED CLINICAL EXPERIENCES CURRICULA

Remediation of grades of Pass or higher is not permitted.

A. REQUIRED COURSES

1. A grade of F or notation of I/E, I/C, or I/EC 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/rotation in its entirety except as restricted by the Academic Rules and Regulations.
3. Remediation of a clerkship/rotation will be scheduled at a time approved by the clerkship/rotation director and a dean of student affairs. Remediation of any element of the clerkship or advanced clinical experiences curriculum must be completed no later than 15 months after the initial F, I/E, I/C, or I/EC 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 remediations are to be given on the premises of the Robert Wood Johnson Medical School, unless otherwise approved by a dean of student affairs and the relevant clerkship, elective, rotation, or selective director.
5. A student for whom remediation is required in more than two clerkships/rotations will not be permitted to enroll in any new curricular activity until the student has successfully satisfied at least two of the required remediations.
6. A student who has received multiple non-passing grades in clerkships, subinternships, electives, 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 F or notation of I/E, I/C, or I/EC 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 of the elective in its entirety. 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. A grade of F or notation of I/E, I/C, or I/EC on away electives will require remediation. Remedial work, ordinarily, will be done in the same division as that of the elective that requires remediation, 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.
5. A student for whom remediation is required in more than two electives will not be permitted to enroll in any new curricular activity until the student has successfully satisfied at least two of the required remediations.

IX. 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/rotation failure, being in clear danger of failing a course/rotation (as certified by the course/rotation director), or receiving a final course/rotation grade less than Pass while on Academic Warning.

B. Transcript entries after remediation:

1. If a student is taking a course/rotation for the first time, a grade of F or notation of I/E, I/C, or I/EC may be changed to Pass by the course/rotation director upon satisfactory completion of a remediation. Only students who receive a grade of F or notation of I/E, I/C, or I/EC may be permitted to complete remediation. When a notation of I/E, I/C, or I/EC is remediated, an original grade of Pass will appear on the transcript. When a grade of F is remediated, the improved grade will appear on the transcript with transcript text that also indicates the original grade.
2. When a student has failed a course/rotation and is permitted to satisfy the requirement by repeating the course/rotation in its entirety, an additional transcript entry will be reported without alteration of the original grade.

C. Policy on Withdrawal from Courses, Clerkships, Selectives, or Electives:

1. Withdrawal will be recorded in one of three ways:
 - i. Withdrawal when a student is not in academic difficulty in that course, clerkship, selective,

or elective will be indicated as W.

- ii. Withdrawal from a course, clerkship, selective, or elective in which a student is currently in academic difficulty will be indicated on the transcript as WF.
 - iii. Withdrawal from a course, clerkship, selective, or elective that a student did not begin prior to withdrawing from RWJMS will be indicated on the transcript as WW.
2. Before receiving permission to withdraw from a course, clerkship, selective, or elective, the academic status of the student will be reviewed by a dean of student affairs in consultation with the course, clerkship, selective, or elective director. Permission for a student in academic difficulty 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:
 - i. Students whose academic performance as determined by the course, clerkship, selective, or elective director is sufficiently poor as to preclude passing the curricular element will not be permitted to withdraw.
 - ii. A student will be permitted to withdraw only once from any given course, clerkship, selective, or elective.
 - iii. A student who has previously failed a 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 course, clerkship, selective, or elective may not substitute a summer remedial course in place of completing that curricular element at RWJMS.
 5. A student who withdraws from a 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.

D. 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 through the RWJMS Assessment of Professionalism policy. 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 Conduct Form for the student may be part of that review.

E. The Academic Standing Committee will review the academic record of any student who has received within one academic year (irrespective of remediation):

1. One or more initial grades of < 60 in any pre-clerkship sectional exam or final exam.
2. One or more grades of Fail or WF, or notations of I/E, I/C, or I/EC in the pre-clerkship curriculum.
3. One or more clerkship shelf examination failure(s) on initial attempt.
4. One or more initial grades of F or WF, or one or more notations of I/E, I/C, or I/EC, in a clerkship or advanced clinical experience rotation.
5. Failure of the Summer Cumulative Exam.
6. Failure of the Summative Objective Structured Clinical Examination.

F. A student will be required to modify their curriculum if they:

1. Receive any combination of three or more of the following in the pre-clerkship curriculum: I/E, I/C, I/EC, F, WF.
2. Receive any combination of three or more of the following in the clerkship and/or advanced clinical experiences curricula: I/E, I/C, I/EC, F, WF.

The modified curriculum will be determined by the Pre-clerkship Course Directors or Clerkship Directors in consultation with the offices of academic support (Cognitive Skills) and student affairs.

G. 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. Fail grades
2. Incomplete notations of any kind
3. WF grades

H. Students on reduced academic loads or in a mandated modified curriculum must receive final course and clerkship/rotation grades of Pass or better. Therefore, for students on reduced schedules, any grade of 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.

I. Any student repeating a previously failed 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.

J. 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 notations of I/E, I/C, and I/EC are equivalent to one another and equal to one-half of an initial grade of Fail. In addition, an I/E, I/C, or I/EC that converts to a Fail is equivalent to an initial grade of Fail):

1. Two or more initial grades of Fail or four or more initial grades/notations of I/E, I/C, I/EC, or

WF.

2. Failure of the Summer Cumulative Exam three times.

- K. Students in the three-year, accelerated curriculum: any student in the three-year, accelerated curriculum who fails to meet the established program requirements will be mandated to switch to the standard four-year curriculum, unless otherwise approved by the director of the three-year program in consultation with the offices of student affairs, academic support (Cognitive Skills), and the registrar.
- 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 action by the Academic Standing Committee, which could include, but not necessarily be limited to, placement on Academic Warning or Academic Suspension, or consideration for dismissal.

X. 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 Robert Wood Johnson Medical School.

XI. 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 clinical portion of the rotation they are taking at the time but will not be permitted to take the shelf examination for that rotation, unless otherwise approved by a dean of student affairs in consultation with the office of academic support (Cognitive Skills). The student will not be permitted to begin any new curricular activity before receiving a passing result for 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 September 15th 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.

XII. LEAVE OF ABSENCE PROCEDURES

Students who have been granted a Leave of Absence shall notify the Office of 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, personal, and/or administrative 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 of 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 of 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.

XIII. 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 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 XV.A.4. The duration and conditions for removal from Academic Warning must be stipulated in writing by the Academic Standing Committee.

XIV. 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.

XV. DISMISSAL

A. Reasons for Dismissal:

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

1. Failure of the same course, clerkship, selective, or elective taken twice at Robert Wood Johnson Medical School. In this instance, a re-exam or remediation 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 XI.
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 XI.
4. Exceeding the limitation on number of failed courses, SCEs, clerkships, selectives, or electives as described in Sections IX. H., I., J., 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 Robert Wood Johnson Medical School and 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.

XVI. 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. Moreover, 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, this policy shall be implemented, and compliance with the policy shall be ensured.

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 courses. A grade of Pass, High Pass, High Pass with Distinction, or Honors is required in clerkships and advanced clinical experiences.

Grading System and transcript notations (including Incompletes):

Pre-clerkship Curriculum

Pass	P
Fail	F
Incompletes	See below
Audit	AUD
Withdrawal	W
Withdrawal (in Academic Difficulty)	WF
Withdrawal (withdrew from RWJMS)	WW
Not for Credit	NC

Clerkship Curriculum

Honors	4
High Pass with Distinction	3.5
High Pass	3
Pass	2
Fail	0
Incompletes	See below
Audit	AUD
Withdrawal	W
Withdrawal (in Academic Difficulty)	WF
Withdrawal (withdrew from RWJMS)	WW
Not for Credit	NC

Advanced Clinical Experiences Curriculum

Honors	4
High Pass	3
Pass	2
Fail	0
Incompletes	See below
Audit	AUD
Withdrawal	W
Withdrawal (in Academic Difficulty)	WF
Withdrawal (withdrew from RWJMS)	WW
Not for Credit	NC

Incompletes: “Incomplete” is not a grade, but a notation that a grade cannot be determined because (a) an initial course exam, clerkship shelf exam, and/or other course/rotation component (e.g., clinical weeks, OSCE, etc.) must be repeated or (b) extenuating circumstances (e.g., illness, death in family, etc.) have prevented the student from completing all or part of the course/rotation. Extenuating

circumstances must be validated by a dean of student affairs before the course/rotation director may grant an “Incomplete.” The following Incompletes may be given:

- i. Incomplete – Exam Retake Required (I/E)
- ii. Incomplete – Course/Clerkship Activity Retake Required (I/C)
- iii. Incomplete – Exam and Course/Clerkship Activity Retake Required (I/EC)
- iv. Incomplete – Missing Course/Rotation Requirements (I/M)

The scheduling of any makeup or remediation 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/rotation requirements and/or remediation work as approved by the course, clerkship, selective, or elective director. Notations of I/M may be replaced by any grade, while notations of I/E, I/C, and I/EC may only be replaced by a grade of Pass or Fail. 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. For students entering the clerkship curriculum, any Incomplete must be satisfied prior to the start of the student's first clerkship or first elective for credit. Any notations of Incomplete remaining beyond this time limit will be converted to a grade of Fail. Incompletes in the clerkship and advanced clinical experiences curricula 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 this time limit will be converted to a grade of Fail. Limitations on the number of Incompletes and academic progress in the clerkship and advanced clinical experiences curricula are outlined in Section IX.F & G.

For purposes of calculation, grades of WF and initial notations of I/E, I/C, and I/EC are equivalent to one another and equal to one-half of an initial grade of Fail. In addition, an I/E, I/C, or I/EC that converts to a Fail is equivalent to an initial grade of 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:

- i. Student does not receive a grade of Pass or better on a reduced academic load.
- ii. When repeating a previously failed course/clerkship/selective/elective or repeating such a curricular element to fulfill a requirement of the Academic Standing Committee or the Dean, student did not receive a grade of Pass or better.
- iii. Two or more initial grades of Fail, or four or more initial grades/notations of WF, I/E, I/C, or I/EC are received (irrespective of remediation).
- iv. Failure of the Summer Cumulative Exam three times.
- v. 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.
- vi. Student does not pass the USMLE 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 for components of the overall academic program (noted below), unless otherwise approved by the Academic Standing Committee, will be considered to have not made satisfactory academic progress.

The maximum allowable time limits are:

- i. Pre-clerkship curriculum: 3 years in total
- ii. Clerkship and advanced clinical experiences curricula: 3 years in total
- iii. Pre-clerkship, clerkship, and advanced clinical experiences curricula: 6 years in total
- iv. Leaves of absence: total accumulated leaves of absence (medical and/or non-medical, whether granted or assigned administratively) may not exceed 2 years
- v. Pursuit of Ph.D.: 4 years
- vi. Pursuit of other approved academic programs (e.g., 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 9 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 3/12/2026

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

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 they think 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 course/clerkship 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 ten (10) 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 ten (10) 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 ten (10) business days of notice by written request, to the senior associate dean for education (SADE). The SADE 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 SADE. The SADE 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 SADE 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 ten (10) 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 ten (10) 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 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.

Policy on Appeals of Online Examinations Due to Technical Difficulties or Illness

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.

Rutgers Robert Wood Johnson Medical School

Attendance Policy

Core Principles

The Rutgers Robert Wood Johnson Medical School (RWJMS) attendance policy is founded on clear expectations, professional communication, accountability, and the principle that participation in learning experiences is essential for developing competent physicians. Early communication about the need to miss any required session reflects the professional standards expected in medical practice, where timely notification and accountability are essential. This attendance policy defines the mechanism by which medical students can request an excused absence.

Mandatory Attendance & Punctuality Requirements

Attendance Expectations

- Attendance is **required** at all mandatory activities
- Required activities will be posted at the beginning of each course/clerkship/rotation
- While recordings of some presentations may be available for review, the school provides no guarantee against technical issues, and students should plan accordingly

Punctuality Standards

- **Professional punctuality is mandatory** for all in-person and virtual activities
- Punctuality refers to being present and prepared at the designated start time of a mandatory session. At the discretion of course/clerkship/facilitator/speaker faculty, students will be marked as late or absent, as appropriate.
- Being on time demonstrates respect for speakers, team members, and fellow students
- Punctuality standards are tracked across the entire curriculum as part of professional behavior evaluation

Excused Absence Criteria

Who Grants Excused Absences

- **Student Affairs Deans or Student Affairs Deans' Designee (not Course/Clerkship Director):** Exams or sensitive matters (when students are not comfortable discussing a matter with course/clerkship directors)
- **Course/Clerkship/Rotation Directors:** All matters other than exams or sensitive issues (Course/Clerkship Administrators should always be copied on relevant communications)

Acceptable Reasons for Excused Absences

- **Medical/Health Related:**
 - **Illness:** Medical note required for multiple days (two or more) or exam absences (note cannot be from family member, does not need specific health information, will be HIPAA protected)
 - **Healthcare appointments:** Every effort should be made to schedule around required activities
- **Personal/Family:**
 - **Religious observance**
 - **Birth of a child**

- **Serious illness or death of immediate family member*** or (with approval from Student Affairs) significant non-family member
- **Wedding or important milestone event** of immediate family member* or (with approval from Student Affairs) significant non-family member (attendance at ceremony only, not preparations for the ceremony or attendance at associated celebrations/events)
 *Members of the immediate family are defined as: spouse/partner, children, parents, brother or sister, parents-in-law, grandparents, brother-in-law or sister-in-law, aunt or uncle, niece or nephew, or cousin.
- **Professional/Legal**
 - **Conference presentation: if (a) presenting research at the conference, (b) representing the school in an official role, or (c) once per academic year, when the conditions below are met, attending for educational benefit/professional development**
 - Maximum of three days absence for any individual conference
 - Conditions that must be met to attend a conference for educational benefit/professional development (once per academic year):
 - Student is in good academic standing
 - Formal letter from a faculty member detailing the educational benefit to the student is submitted
 - Formal request, with faculty letter attached, is submitted in writing by the student at least 45 days in advance of desired absence
 - Other documentation may be required for any of the above
 - **Residency interviews:** Documentation or validation by Student Affairs may be required
 - **Jury duty:** Bring summons to Registrar's Office for postponement assistance
- **Emergency:** when advance communication was impossible

Excused Absences Will NOT Be Granted For:

- Personal or family vacations
- Days with mandatory experiences that cannot be easily rescheduled (OSCEs, simulations, orientation, etc.)
- Adverse weather/disasters unless University or RBHS leadership officially curtails operations⁺
- Non-emergency situations that could have been planned around academic obligations

⁺*Reference: RBHS Policy 60.1.29 Adverse Weather and Emergency Curtailment of Operations; exceptions can be made under extenuating circumstances when travel safety is a concern*

Absence Limits and Consequences

Maximum Allowable Absences

- **Total Time:**
 - Preclerkship: Students may not be excused for more than 10% of the total mandatory sessions in any course. Exceptions will be reviewed on a case-by-case basis by the course directors.
 - Clerkship: Students may not be excused for more than 10% of total clinical time in any clerkship or advanced clinical experience.
- **For Verified Medical Absences (requests must be sent through Student Affairs):** a separate five-day exception rule applies; after five days of absence due to a medical issue, a discussion about a potential Incomplete, Withdrawal, or Leave of Absence is initiated.
- **For Approved Conference Attendance (see criteria above):** a separate three-day exception rule applies when three days is greater than 10% of the course/clerkship/advanced clinical experience;

after three days of absence in such circumstances, a discussion about a potential Incomplete, Withdrawal, or Leave of Absence is initiated.

- **Exceeding Maximum Allowable Absences:** When the maximum allowable absences is exceeded, an Incomplete, Withdrawal, or Leave of Absence will be required, and a discussion about the appropriate status will be initiated.

Flexible Days

Internal Medicine, Surgery, OBGYN, and Pediatrics Clerkships Only

- Students have **one flexible day** per clerkship of six weeks or greater in duration (excludes electives) that does not require makeup (outside excused absences, but within the maximum allowable absences):
 - Must be approved by Clerkship/Rotation Director
 - Maximum one day per clerkship/rotation
 - Flexible day must be used for any requested missed time from the clerkship or advanced clinical experience before any excused absence is requested.
 - **Not available during:**
 - Electives
 - Days with mandatory sessions or events
 - Immediately before or after University holidays
 - Times that would cause clinical service hardship

Requesting Excused Absences

Planned Absences

1. **Submit excused absence request by the appropriate mechanism at least two months prior** (one week prior for residency interviews)
2. **Include required documentation** when appropriate; also **include any extenuating circumstances** about which you think the director should be aware
3. **Await Course/Clerkship/Rotation Director response;** additional documentation may be required
4. **Direct approval response required:** Simply submitting forms does not constitute approval
5. **CRITICAL: Do NOT make travel arrangements** (purchase tickets, book lodging, etc.) until you receive explicit approval from the Course/Clerkship/Rotation Director
6. **Once approved, confirm makeup requirements** with the Course/Clerkship/Rotation Director

Emergency/Unexpected Absences

1. **Immediately contact:**
 - Course/Clerkship/Rotation Director and Coordinator (may also contact site as courtesy, but OVERALL Clerkship/Rotation Director MUST be notified)
 - Office of Student Affairs (can be contacted instead for sensitive matters)
 - **Explain circumstances clearly**
2. **Provide documentation as soon as possible**
3. **Submit retroactive excused absence form** if circumstances prevented advance notice
4. **Follow up with Course/Clerkship/Rotation Director** for final approval

Professional Accountability and Consequences

General Principles

- Accountability is tracked across the entire curriculum
- Unexcused absences are not permitted and represent serious breaches of professionalism

- **Do not make plans** (purchase tickets, book lodging) until absence approval is granted
- All unexcused absences carry consequences

Consequences of Unexcused Absences May Include:

- **Academic Impact:**
 - Non-passing final grade (regardless of exam performance)
 - Maximum grade of PASS in clerkship with MSPE notation
 - Loss of points (pre-clerkship courses)
 - Failure for specific activity involved
- **Action Aimed at Professional Development:**
 - Professionalism review by Course/Clerkship/Rotation Director
 - Professionalism Warning or Citation filing
 - Required remediation
 - Meeting with Course/Clerkship/Rotation Directors to discuss behavior

Tardiness Consequences:

- Students arriving more than 5 minutes after the designated start time of a mandatory session without an approved extenuating circumstance will be marked as tardy
- Professionalism warning for first occurrence
- Three professionalism warnings = automatic consideration for professionalism citation
- Meeting with Course/Clerkship/Rotation Directors required

Making Up Missed Work

General Requirements

- **All missed time/activities must be made up**, including excused absences but excluding flex days
- Details determined at Course/Clerkship/Rotation Director's discretion
- Makeup work cannot overlap with, or interfere with, other course/clerkship/rotation responsibilities
- Pre-established makeup dates may be set

Incomplete Grades

- If makeup assignments cannot be completed before grades are due, the Course/Clerkship/Rotation Director may request Student Affairs authorize an Incomplete
- Consult the Academic Rules & Regulations for Incomplete notation definitions and rules (Academic Rules and Regulations can be found on THRIVE Canvas course)

Decisions regarding any request for an excused absence may be appealed through the Academic Standing Committee and then the Dean. For questions or clarifications, contact the Office of Student Affairs.

Policy on Adverse Events, Including Inclement Weather

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.

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:

- o 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

- o Verbal abuse (attack in words, to speak insultingly, harshly)
- o 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>)
- o 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)
- o Inappropriate or unprofessional criticism intended to belittle, embarrass, or humiliate
- o Requiring a learner to perform menial tasks intended to humiliate, control, or intimidate
- o Unreasonable requests for a learner to perform personal services
- o Grading or assigning tasks so as to punish a learner rather than to evaluate or improve performance
- o Purposeful neglect or exclusion from learning opportunities as means of punishment
- o Sexual assault or sexual harassment (Title IX Policy and Grievance Procedures, 60.1.33)
- o Discrimination based on race, religion, ethnicity, sex, age, sexual orientation, and physical disabilities (refer to Policy Prohibiting Discrimination and Harassment, 60.1.12)
- o 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.

RWJMS Assessment of Professionalism Policy

As noted in the Technical Standards, Rutgers Robert Wood Johnson Medical School (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, and the development of effective relationships. They 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 who 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 the Chair of the Professionalism Committee when a student has 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 the Chair of the Professionalism Committee may address these unprofessional behaviors as follows:

1. Issue an Unprofessional Behavior Warning to the student
2. File a Professionalism Conduct Form
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

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, failure to respond to time-sensitive notifications, 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 ensure that the next level Course Year Administrator has access to all the unprofessional behavior warnings that they have documented during the prior year.
- 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.

Professionalism Conduct Forms

Forms can be submitted by any faculty, or they may be submitted by the Chair of the Professionalism Committee 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 Preclerkship Course Directors Committee).
- For incidents occurring outside of a specific Course or Clerkship, the Chair of the Professionalism Committee may submit a Professionalism Conduct Form to the Preclerkship Course Directors Committee or the Clerkship Directors Committee, depending on which committee corresponds 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.

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. Faculty may consult a dean of student affairs or a dean of the learning environment for guidance on this referral process and the associated policy.

- 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 Hearing Body for Student Rights.
- 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 or their designee 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 IX.D.2), **"The Academic Standing Committee will review the academic record of any student for whom two or more Professionalism Conduct Forms have been endorsed through the RWJMS Assessment of Professionalism policy.** 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).

Submission 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., Preclerkship Course Directors Committee or 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 every academic year, each Course Year Administrator will ensure that the next level Course Year Administrator has access to all the unprofessional behavior warnings that they have documented during the prior 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 Preclerkship Course Directors Committee, or Chair of the Clerkship Directors Committee). The committee chair will complete and present to their committee a Professionalism Conduct Form based on the collection of warnings.

Appeals

Professionalism Warnings: individual professionalism warnings are not appealable, as they are formative on their own. If professionalism warnings become part of a Professionalism Conduct Form, that Professionalism Conduct Form can be appealed by using the process outlined below.

Appeals of Professionalism Conduct Forms

1. Students wishing to appeal a Professionalism Conduct Form should submit their appeal in writing (signed letter or email via medical school account) to the Chair of the committee

that endorsed the form (i.e., the Preclerkship Course Directors Committee or the Clerkship Directors Committee) with the Academic Standing Committee (ASC) Chair copied. This initial written appeal must be received by the appropriate Chair within ten (10) business days of the student being notified that the Professionalism Conduct Form was endorsed. If the appeal is submitted during the specified time period, the Chair of the committee that endorsed the form will meet with the student within ten (10) business days of the appeal. During the meeting, the Chair will discuss with the student the factors that were considered in arriving at the decision to endorse the conduct form, as well as the student's concerns. The Chair will submit a written response to the student's initial appeal within ten (10) business days of the meeting with the student. The dean(s) for student affairs should be copied on the response.

2. If a student wishes to advance their appeal beyond the level of the Preclerkship/Clerkship Directors Committee Chair, 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 any 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 and the Preclerkship/Clerkship Directors Committee Chair should be copied on the response.
3. The decision of the ASC Chair can be appealed to the dean within ten (10) business days of the ASC decision communication to the student. In order to initiate such an appeal, the student must contact the dean's office in writing (signed letter or email via medical school account) 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 ASC Chair, and the Preclerkship/Clerkship Committee Chair should be copied on the communication. The dean's decision is final.

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 orientation. 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 themselves 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 themselves 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 their 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 their 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.

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]

Hearing Body

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.

Education Integrity and Conflict of Interest Policy

In order to maintain the integrity of the evaluation process in all courses, clerkships, electives and graduation requirements, a Rutgers Robert Wood Johnson Medical School (RWJMS) student should never be graded by an 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, (Name), 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

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.

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 conduct. 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.

RWJMS 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 the Student 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.

RWJMS Artificial Intelligence in Medical Education

Work Policy:

Artificial Intelligence (AI) in Medical Education

Rutgers code of conduct mandates 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. [<https://policies.rutgers.edu/B.aspx?BookId=11914&PageId=45923>]

- The learning value of many assignments in medical school comes from the active process of working on the assignment and developing your critical thinking and clinical reasoning skills.
- Unless explicitly stated by the Course Director, use of generative AI and large language models such as ChatGPT or other similar tools is not permitted in completing any medical school assignment.
- Use of spelling and grammar checkers and reference managers is allowed.
- Students should never use any protected health information (PHI) outside of the electronic medical record system within the context of patient care. Students should not input PHI into generative AI or other similar apps or tools.
- Students should never input curricular material (including but not limited to lecture slides, course handouts, e-books, tests, faculty feedback or evaluation) into generative AI or other similar tools.
- Failure to comply with these rules is a breach of professionalism and academic integrity standards set forth by the school.

An AI detector may be used to analyze assignments.

Rutgers Robert Wood Johnson Medical School Tuition Refund Policy

Robert Wood Johnson Medical School (RWJMS) 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 RWJMS.

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.

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 institution is not required to permit students to review records including information about other students, financial records of their parents, or confidential letters of recommendation if they waived their right of access. 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 their job responsibilities.

Rutgers Robert Wood Johnson Medical School (RWJMS) students requesting amendment of education records should write to the Rutgers RWJMS 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 their right to a formal hearing. A student will obtain additional information on the hearing procedure after an amendment request has been denied. If, as a result of the hearing, the University decides that the challenged information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it will amend the record and notify the student in writing. If the University does not agree that the record should be changed, the student will be permitted to place a statement contesting the decision. The statement would remain part of the academic record and should be included whenever the education record is sent to any party.

If you have further questions about your rights under FERPA, you may contact:

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

Faculty Administration Access to Student Records Policy

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.

Oversight

The Office for Student Affairs will be responsible for oversight of access to educational records and maintaining a record of access.

Student Record Access

Family Educational Rights and Privacy Act (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
- Performing a task related to a student’s education or to student discipline
- Maintaining safety and security on campus

Obligation to Release Record Information

Rutgers Robert Wood Johnson Medical School 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 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).

Immunization & Health Requirements

Student Health Services (SHS) monitors student compliance with these requirements. Students should check with SHS regarding any questions they have about their compliance status.

- INFLUENZA – **annual**, during the fall season
- COMPLETE HEALTH HISTORY – within 6 months prior to first matriculation or enrollment and at appropriate intervals thereafter if indicated by the initial submission
- MEASLES, MUMPS, RUBELLA
- HEPATITIS B (including labs for immunity)
- ADULT Tdap (Tetanus, Diphtheria, & Acellular Pertussis)
- TUBERCULOSIS SCREENING
- VARICELLA
- POLIO (recommended)
- MENINGITIS (may be required – check *Student Immunizations and Health Requirements* policy for details)

*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 the school's immunization requirements

*See *Student Immunizations and Health Requirements* policy for exemptions from requirements