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MISSION

The mission of Rutgers School of Dental Medicine is to improve oral health and quality of life through the education of oral health professionals and scientists, the conduct of research, the promotion of health, and the delivery of oral health care to communities throughout the state and beyond.

INTRODUCTION

This manual was developed by the Office of Academic Affairs and is provided for the information and convenience of RSDM faculty members and does not constitute a contract between Rutgers or RSDM and any faculty, staff or student. It may be changed by Rutgers without prior notice. Any rules, regulations, policies, procedures or other representations made herein may be interpreted and applied by Rutgers to promote fairness and academic excellence, based on the circumstances of each individual situation. This manual should be read in conjunction with the RSDM Predoctoral and Postgraduate student handbooks, Catalogue, any applicable collective bargaining agreement, and other official documents of RSDM and Rutgers University.

ACADEMIC AFFAIRS

The mission of the Office for Academic Affairs is to plan, support and evaluate all aspects of the predoctoral, postdoctoral and continuing dental education curriculum at RSDM. Areas of activity include ongoing curriculum review, curriculum design and modification, curriculum administration, and academic scheduling. The Office for Academic Affairs has the principal responsibility for administering the predoctoral dental curriculum as developed by the RSDM Curriculum Committee, as well as the Postgraduate Core Curriculum, as developed by the RSDM Postdoctoral Education Committee. Curricula matters with affiliate dental auxiliary programs, other schools and the organization and preparation of reports relating to accreditation are also the responsibility of this office.
Contact Information: 973-972-4440 http://sdm.rutgers.edu/about/admin_academic-affairs.html

CONTINUING DENTAL EDUCATION

The Executive Director and staff of RSDM Continuing Dental Education programs are dedicated to providing dental healthcare practitioners with an array of informative, challenging and beneficial programs.
Contact Information 973-972-6561 http://sdm.rutgers.edu/CDE/

ACADEMIC CALENDAR

The RSDM academic calendar is established annually. The most recent calendar is available at http://sdm.rutgers.edu/calendar/calendars.html

ACADEMIC SCHEDULE

Class schedules and examination schedules are established annually. The most recent schedules are available at: http://sdm.rutgers.edu/calendar/calendars.html
FIVE YEAR ACADEMIC SCHEDULE
A copy of the five year schedule is maintained on the website. It is updated every year.
http://sdm.rutgers.edu/calendar/calendars.html

THE FIVE YEAR PROGRAM
(Amended by Executive Council December 7, 2011)

PURPOSE
Recognizing that students learn at varying rates, Rutgers School of Dental Medicine has
developed a five year program which allows a student to successfully complete the four year
curriculum in five years. The program may only be entered during the first academic year as
described below. The schedule of the first two academic years is expanded into three calendar
years; the last two years are identical to those of the four year schedule.

ENTRY PROCEDURE
Student Voluntary Entry into the 5 Year Program
• At any time from the end of the first year fall trimester through the end of the first year
  winter trimester, a student may voluntarily petition the Vice Dean by a written request to
  enter the Five Year Program. Once the Vice Dean has acted favorably on the request,
courses not included in the Five Year Program will be dropped and repeated for credit as
scheduled in the appropriate academic year. A student may petition to enter this program
NO LATER THAN THE END OF THE WINTER TRIMESTER OF THE FIRST ACADEMIC
YEAR.

SAPC Mandated Entry
At the end of the fall or winter trimesters, a first year student receiving a minimum of 2
unsatisfactory grades (any combination of U, D or F) or a single unsatisfactory grade and a GPA
below 2.000 may be placed in the Five Year Program by the SAPC. The student may appeal this
placement to the Dean. (Amended November 20, 2013, April 6, 2016).
• A first year student receiving a single F grade with a requirement to repeat the course or
  who fails remediation in a single course may be permitted to enter the Five Year Program
  by the SAPC if the student can progress without the need to repeat the first academic year
  and has received no other D or F grades.

A student in the Five Year Program is subject to the same rules and regulations regarding
promotion as are four year students. They are also subject to full tuition for each year of
enrollment. The Office of Academic Affairs will prepare the academic schedules for the Five Year
Program.

ACCOMMODATIONS
Americans with Disabilities Act (ADA)
The ADA provides a national mandate for the elimination of discrimination against individuals with
disabilities in all aspects of the educational process, regardless of their citizenship status or
nationality.

The Rutgers Biomedical and Health Sciences (RBHS) is committed to providing equal educational
opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the
University and in compliance with Section 504 of the Rehabilitation Act of 1973, Section 508 of
the Rehabilitation Act of 1998, and with the ADA Amendments Act of 2008. Accordingly, Rutgers
School of Dental Medicine provides accommodations (as per the Accommodations Policy and
within the constraints of the Student Essential Functions
ACCOMMODATIONS POLICY
(Approved by Executive Council 5/19/04. Amended 4/18/17)

1. Students who seek accommodations from Rutgers School of Dental Medicine (RSDM) on the basis of a disability are required to contact the Office for Academic Affairs at RSDM for notification for a need for accommodation(s) as soon as they are accepted and have committed to matriculate to the dental school. Students may request accommodations at any time during enrollment should the need for accommodations develop, but must provide sufficient time for the evaluation of such requests as outlined in this policy. Such requests should be submitted by July at the latest, prior to an academic year or at such time as a disability develops. Requests will be forwarded and reviewed by the Rutgers Biomedical Health Sciences (RBHS) Director, Disability Services on a case-by-case basis and eligibility will be determined based on the intake interview and documentation provided, along with consultation with the RSDM Office for Academic Affairs.

2. The RBHS Director, Disability Services, along with the RSDM Office for Academic Affairs, shall determine whether accommodations are reasonable and develop a plan for implementing these accommodations. A review will encompass:
   a. Whether the condition is sufficiently documented by an applicant or enrolled student.
   b. Whether and what accommodations are available that would allow the otherwise qualified applicant or enrolled student with a disability to fulfill the essential functions of the program, without a threat to the health or safety of others, without fundamentally altering the dental educational program or the essential functions, and without creating undue hardship on the dental school.

3. The accommodations process is interactive and requires the cooperation of students and the dental school. Students who fail to cooperate during the interactive process jeopardize the ability of the school to provide the accommodations requested.

4. Students who are granted accommodations must meet with the RBHS Director, Disability Services as well as the RSDM Vice Dean or Assistant Dean for Academic Affairs prior to the start of the next academic year to review the program for the year and determine if accommodations are to be continued or altered; this meeting is required for each academic year in which accommodations are desired.

General Documentation Requirements

1. These general guidelines are provided to assure that documentation is complete and appropriate to conduct a review. The RBHS Director, Disability Services has the discretion to determine what types of documentation are necessary, with regards to establishing eligibility for services, that the appropriate educational testing has been completed and within the last five years, and overall, this may vary depending on the nature and extent of the disability and the accommodation requested. Upon written permission by the student, the RBHS Director, Disability Services and/or Assistant Dean for Academic Affairs is available to consult with diagnosticians regarding any of these guidelines, or if there are any further questions concerning the RDSM curriculum. Documentation guidelines are available at https://ods.rutgers.edu/students/documentation-guidelines
2. Required documentation includes an evaluation by an appropriate health care professional that relates the current impact of the condition to the request. PLEASE NOTE: It is not acceptable for documentation to include a diagnosis or testing performed by a member of the student’s family. Documentation from the health care professional should be typed, on letterhead, which includes the name, title and professional credentials of the evaluator, including information about license or certification, and is signed and dated. Documentation must include:
   a. A diagnostic statement including the date of the most recent evaluation and a detailed description of the diagnostic findings for one or multiple conditions/disabilities.
   b. The current impact of limitations imposed by the condition(s).
   c. Treatments, medications, devices or services currently prescribed or used to minimize the impact of the condition(s).
   d. The expected duration, stability or progression of the condition(s).

In addition to the basic documentation listed above, recommendations from the treating professional are welcome and will be given consideration when a request is evaluated. Recommendations should:
   a. Provide a clear description of the recommended accommodations, and how these accommodations will impact the condition.
   b. Provide possible alternatives to the recommended accommodations.
   c. Include a statement of the level of need or consequences of not receiving the recommended accommodations.
   d. Provide a description of any accommodation and/or auxiliary aid that has been used at the secondary or postsecondary school level, including information about the specific conditions under which the accommodation was used and whether or not it benefited the student.

3. If the student has not previously had accommodations, or the original documentation is incomplete, not sufficiently recent, or inadequate to determine the extent of the disability or reasonable accommodation, the RBHS Director, Disability Services has the discretion to require additional documentation. If the documentation is complete but a second professional opinion is deemed necessary, the school will bear the additional cost not paid by a third-party payer. Rutgers students are eligible for free or reduced cost evaluations for learning disabilities and other conditions which may result in a need for accommodations through The Graduate School for Applied and Professional Psychology (GSAPP). GSAPP information, including contact and scheduling details, is available at their website: https://ods.rutgers.edu/students/gsapp-screening-eval-main

All documentation is considered confidential and will be maintained in a separate file aside from the admissions and academic files. Documentation should be submitted to the Director, Disabilities Services at the above noted address.

Following a decision concerning requested accommodations, the student may submit additional information for further review and consideration. Students are encouraged to communicate with
the Assistant Dean for Academic Affairs at any time with any concerns as well as to contact the RBHS Director, Disability Services to evaluate the need for accommodations and any changes that might be indicated.

STUDENT ESSENTIAL FUNCTIONS
RSDM maintains a description of essential functions that all students must be able to perform, with or without reasonable accommodations. The essential functions for DMD students are included in the Student Handbook and are also provided below. Essential Functions for postgraduate students are comparable; they are included in the Postgraduate Handbook.

ESSENTIAL FUNCTIONS FOR ADMISSION AND MATRICULATION TO SCHOOL OF DENTAL MEDICINE
(Approved by Executive Council 7/19/06. Amended 12/19/14, 4/18/17, 9/17/18)

The granting of the DMD degree signifies that the holder of such a degree is a dentist prepared for entry into the practice of dentistry or postgraduate training programs of diverse types. The DMD degree is, and must remain a broad based degree attesting to the mastery of general knowledge in all fields requisite for the practice of dentistry. It follows from this that graduates must possess the knowledge, skills and behaviors necessary to function in a broad variety of clinical situations, and to render a wide spectrum of patient care. Rutgers School of Dental Medicine (RSDM) complies with section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008, and ascertains that candidates for the DMD degree must perform certain essential functions.

It is the obligation of RSDM to seek candidates who will be best able to serve the needs of society and to graduate effective and competent dentists. A candidate for the DMD degree must possess abilities and skills which include those that are observational, communicational, motor, intellectual conceptual (integrative and quantitative), and behavioral and social. The use of a trained intermediary is not acceptable in many pre-clinical and clinical situations in that it means that a candidate's judgment must be mediated by someone else's power of selection and observation. The attainment of knowledge mandates that the candidate attend classes, laboratories and clinics on a regular basis as defined in the dental school's attendance policies. The following are Essential Functions which are implemented to achieve this goal:

Observation
  • The candidate must be able to acquire a defined level of required information as presented through demonstrations and experiences in the basic and dental sciences, including but not limited to information conveyed through physiologic and pharmacological demonstrations in animals, micro biological cultures and microscopic images of microorganisms and tissues in normal and pathologic states. Furthermore, a candidate must be able:
    • to observe a patient accurately, at a distance, and close at hand, to acquire information from written documents, and to visualize information as presented in images from paper, films, slides or video with or without accommodations.
    • to interpret x-ray and other graphic images, with or without accommodations.
    • Such observations and information acquisition necessitates the functional use of visual, auditory and somatic sensation.

Communication
  • A candidate must be able to communicate effectively, efficiently, compassionately and sensitively with faculty, other health care providers, students and patients. This also includes acceptable cultural communication as the faculty, staff, students and
patients are from varied cultural backgrounds. Communication includes speech and writing.

Motor
- It is required that a candidate possess the motor skills necessary to directly perform palpation, percussion, auscultation and other diagnostic maneuvers, basic laboratory tests and diagnostic procedures. Such actions require coordination of both gross and fine muscular movements, visual acuity for safe patient care, equilibrium, and functional use of the senses of touch and vision.
- Candidates and students must have sufficient motor function such that they are able to execute movements reasonably required to provide general care and treatment to patients.

Intellectual-Conceptual Integrative and Quantitative Abilities
- The candidate must be able to measure, calculate, reason, analyze, integrate and synthesize. In addition, the candidate must be able to comprehend three dimensional relationships and to understand the spatial relationships of structures. Problem solving, the critical skill demanded of dentists, requires all of these intellectual abilities. The candidate must be able to perform these problem solving skills in a timely fashion.

Behavioral and Social Attributes
- The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment consistent with the profession, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, empathetic and effective relationships with patients. The candidate must be able to tolerate physically taxing workloads and to function effectively under stress. He/she must be able to adapt to changing environments, to interact appropriately with individuals of diverse races, ethnicities, backgrounds and personal circumstances, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of patients. The candidate must be able to safeguard the health and safety of self and others, including, but not limited to, faculty, staff, patients and students. The candidate must consistently conduct themselves in a manner that is non-disruptive to the dental school environment and particularly, to the learning experience of other students. Compassion, integrity, concern for others, appropriate appearance and hygiene, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions process and during matriculation. All matriculating students must conduct themselves professionally, and include the tenants of humanism as noted in the RSDM Student Handbook – Professionalism and Humanism Program, available on the RSDM website.

The Admissions Committee of the Rutgers School of Dental Medicine will consider for admission to Dental School any applicant who demonstrates the ability to acquire the knowledge necessary for the practice of dentistry, as well as the ability to perform or to learn to perform the skills as described in this document. Students will be judged not only on their scholastic accomplishments but also on their physical and emotional capacities to meet the full requirements of the school's curriculum and to graduate as skilled and effective practitioners of dentistry. Enrollment of accepted students to School of Dental Medicine is conditional based on the results of a physical examination including, but not limited to, vision tests, in order to determine their eligibility to perform all essential functions with or without reasonable accommodations.
If while matriculated to the School, a student becomes unable to meet the essential functions, an evaluation will be conducted to determine the student’s fitness to continue in the program. A student whose behavior or performance raises questions concerning his or her ability to fulfill the essential functions may be required to obtain an independent evaluation and/or testing by a health care provider designated by the School and to provide the results to the Rutgers Student Health and Wellness Center 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 independent evaluator, including further testing, counseling, monitoring, leave of absence, etc.

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

The RSDM will establish a Committee, in collaboration as appropriate with the Office of Disability Services, that will be charged with the responsibility of:

a. reviewing the alternative means to allow the candidate/student to perform all essential functions

b. recommending the necessary reasonable accommodations to enable the candidate/student to perform essential functions leading to the successful completion of the RSDM educational program

c. evaluating whether any proposed accommodations impose undue hardship to the institution, direct threat of substantial harm to the health and safety of others or fundamentally alter the educational program or academic standards.

Each request will be assessed on an individual basis and the appropriate recommendations will be made to the Office of Academic Affairs.

ADDENDUM
(to be completed by all incoming DMD and Graduate Dental Education students):

RSDM ESSENTIAL FUNCTIONS

I have read and understand the foregoing essential functions. If I require any accommodation in order to satisfy the functions, I agree to request accommodation promptly and understand that the RBHS Director, Disability Services in consultation with the Rutgers School of Dental Medicine will evaluate the reasonableness of the accommodation before acting on the request.

Please refer to the RSDM Accommodations Policy, within this handbook.

Name of Candidate (printed)  Signature of Candidate  Date

Candidates and students should consult with the Office for Academic Affairs for further information and/or specific advice, specifically:

Assistant Dean for Academic Affairs - Dr. Emily Sabato
Rutgers University - School of Dental Medicine
110 Bergen Street – Room B-812
Newark, NJ 07103
Phone: 973-972-4440
Fax: 973-972-4758
ATTENDANCE POLICIES
(Approved by Executive Council 06/22/05. Amended on 07/25/05, 10/5/16, 2/20/18)

The School of Dental Medicine considers attendance to be an integral part of the dental education process. Consistent attendance enables the student to achieve the highest level of didactic and clinical competence while providing an increased level of dependable comprehensive care to patients. The responsibility of patient care and personal education advancement requires regular student participation in all didactic and clinical assignments.

General Attendance Policies
Students are expected to be present for all aspects of the curriculum including all didactic, laboratory and clinical components. Attendance implies arriving promptly at the start of the curricular session and remaining until its conclusion.

It is understood that there are unavoidable situations, such as illness, accident, or personal circumstance including religious holidays that might delay or prevent a student’s attendance. These allowable absences should be kept to a minimum. Absence for any reason may lead to failure of a course which may lead to failure of the academic year Students are expected to make every effort to be in attendance as scheduled.

Definition of Absences
An anticipated absence occurs when the student knows in advance of the absence, that he/she will not be present for a didactic or clinical session.

An unanticipated absence occurs when the student does not know in advance that he/she would not be present for a didactic or clinical session (illness, death in family etc.).

Attendance Requirements for Scheduled Examinations
(Amended by Executive Council 11/14/07)
A student is required to take all examinations as scheduled. In the event of illness or circumstances that prohibit taking a scheduled examination, the following policies apply.

- Anticipated Absence: In rare circumstances, if a student must miss an examination, the student must submit to the Office of Academic Affairs an “RSDM Student Absence Request Form” available in the Office of Academic Affairs, along with any required documentation substantiating the reason for absence. Notification is requested at least 30 days in advance of the exam when possible or as soon as the student knows the circumstance for the anticipated absence. The student and course director will be notified of the decision regarding the request If approved the student must take the missed examination upon their return to school at a time and date set by the course director. (Note: Requests must be submitted and approved before any travel arrangements are made. Plane reservations made prior to approval will not be considered in determining approval decisions.)

- Unanticipated Absence: The student must notify the Office of Academic Affairs by telephone by 9:00 am on the day of the examination, and the office will notify the appropriate course director. Upon their return to school, the student must submit to the Office of Academic Affairs an RSDM Student Absence Request Form available in the Office of Academic Affairs along with any required documentation substantiating the reason for absence. The student and course director will be notified of the decision
regarding the request. If approved the student must take the missed examination upon
their return to school at a time and date set by the course director.

Any absence from a scheduled examination that is not approved by the Office of Academic
Affairs will result in an F grade (zero points) being recorded for the examination.

Attendance Requirements for Nonclinical (Didactic and Laboratory) Courses
If a student is absent from 30 percent (percentage will be rounded up to the next nearest whole
number) of assigned time in a particular course (didactic or laboratory course), the student will
be ineligible for tutorials or remediation following a failure in a course. Absence due to illness or
personal circumstances, unless due to an approved medical or personal leave of absence, is
included in the 30 percent total listed above.

Attendance Requirements for Clinical Courses
The Patient Care & Management Courses for the third and fourth academic years have
attendance as a requirement. Students are expected to be present for all scheduled clinic
sessions.

An unexcused absence is any absence that does not follow the steps as outlined in the
definitions of Anticipated and Unanticipated absences below.

Anticipated Absences for Educational Purposes - For anticipated absences for education
purposes from any clinical session, the student must complete a “Rutgers School of Dental
Medicine Student Request For Absence Form”, and submit it to the Office of Clinic Affairs for
approval at least two weeks prior to the absence occurring. For missed closed clinic sessions,
the Director for Clinical Affairs will notify the Director of the closed clinic rotation. No plans for
time off should be made without prior approval by the Director of Clinics. Absences for the
reasons listed below will be considered, and documentation is required.

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<td>Presentations</td>
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<td>Externship</td>
<td>Confirmation from RSDM Office of Student Affairs</td>
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<td>PG Program Site Visit</td>
<td>Letter of confirmation</td>
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<td>Interviews</td>
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<td>Continuing Education Course</td>
<td>Signed registration</td>
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<td>Selective Elective</td>
<td>Registration verification from Office of the Registrar</td>
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<td>RSDM Service</td>
<td>Approval of participation from RSDM official</td>
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<tr>
<td>Boards/licensing exams</td>
<td>Registration verification</td>
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- Anticipated Absence for Religious Observation - Requests for absences for religious
  observation at any date in the upcoming academic year must be submitted in total during
  the first two weeks of the start of the academic year.

- Anticipated Absence for Special Situations - Requests for special situations will be
  considered on a case by case basis. These requests must be made to the Office of
  Clinical Affairs at least two weeks in advance. (Note: Requests must be submitted and
  approved before any travel arrangements are made. Plane reservations made prior to
  approval will not be considered in determining approval decisions.)

- Unanticipated Absence from Clinic - For unanticipated absences the student must call
  the Office of Clinical Affairs before 9:00 am on the day of the missed clinic session. The
  Office will notify the appropriate GPA or closed clinic director.
When calling, the student is to provide the following information to the receptionist or on voice mail:

- The date and time of call
- Student name and ID number
- Whether you are in open clinic or the name of the closed clinic session(s)
- The reason for the absence
- The name of the student’s scheduled patients, phone numbers and confirmation that you have contacted your scheduled patients

The day the student returns to school, the student must report to the Office of Clinical Affairs by 10:00 am, to be cleared to return.

The Office of Clinical Affairs will monitor patterns or trends in unanticipated absences.

- Open clinic absences will not need to be made-up, as long as documentation is provided to substantiate the absence and/or the student is cleared to return by the Office of Clinical Affairs.
- Students are reminded that missing open clinic sessions may jeopardize their academic progress. Accommodations for missed sessions will not be made in determining grades or assessment of competency for graduation.
- Closed clinic absences will need to be made up on a 1 for 1 basis. Students should refer to the closed clinic syllabus regarding the policy and process for making up the session.
- Failure to abide by the attendance policy will constitute an unexcused absence. Each unexcused absence requires a two for one (2 for 1) session make-up and may result in failure for Patient Care and Management. Clinic make-up sessions will be scheduled after Convocation or after all graduation requirements have been met, whichever comes last, and must be made up prior to receipt of the student’s diploma. Make-up sessions will only be scheduled during regular clinic time and will not be made up over weekends, over any student vacation breaks, or when RSDM is otherwise closed.
- A student’s attendance at group meetings and general clinic meetings is mandatory. Failure to be present will be recorded as a one-session unexcused absence from the open clinic.
- If a student has completed all clinical assignments and the number of make-up sessions, required due to accepted absences jeopardizes a fourth year student’s chance to start a residency program, a committee composed of the Department Chairs and the Associate Dean for Clinical Affairs will be convened. This committee will deliberate the student’s attendance requirement. No time will be waived for two for one clinic make-up sessions for unexcused absences.
- The attendance policy remains in effect until the sign out process has been completed.
COMPETENCY REQUIREMENTS:
Commission on Dental Accreditation (CODA) STANDARD 2-4: The stated goals of the
dental education program must be focused on educational outcomes and define the
competencies needed for graduation, including the preparation of graduates who possess
the knowledge, skills and values to begin the practice of general dentistry.

RSDM has defined the competencies required for students to successfully complete the DMD
program. These competencies must be incorporated in overall curriculum development, and in
each faculty member’s contribution to student instruction and evaluation.

*Rutgers School of Dental Medicine Competencies for the New Dental Graduate, May 11, 2015
Preamble*

The overall goal of the RSDM Curriculum is to produce graduates who possess the knowledge,
skills and values to begin the independent practice of general dentistry and contribute toward the
growth of the profession. An RSDM education emphasizes ethical decision making, critical-
thinking skills, self-assessment and self-directed learning; integrates basic, clinical and behavioral
sciences, and provides for community-based and interprofessional experiences.

The RSDM Competencies for the New Dental Graduate was developed by the Rutgers School of
Dental Medicine’s (RSDM) Curriculum Committee in 1999, and has undergone periodic review
and revision. The current document was reviewed in April and approved in May of 2015 by the
RSDM Curriculum Committee. It was reviewed in May and approved in June of 2015 by the RSDM
Executive Council.

As used here, a competency is a broad statement describing a set of complex behaviors or
abilities for the general dentist to begin unsupervised practice. RSDM competencies are derived
from foundation knowledge in biomedical, behavioral, and clinical dental science and information
management, experience, critical-thinking and problem-solving skills, professionalism and
professional values, and technical skills. During the delivery of patient care these components
become an integrated whole. The concept of competency implies all these behaviors and abilities
are carried out with a level of quality consistent with professionally accepted standards.

This list of competencies guides the development of learning experiences for RSDM students.
The RSDM Competency Statements are divided into three primary domains: Foundation Skills
(which include Critical Thinking and Communication Skills); Practice Management; and, Patient
Care: Diagnosis, Health Promotion and Treatment.

**Foundation Skills - Critical Thinking**
1.1 Demonstrate the ability to self-assess, including recognizing limitations of his/her
    expertise and engage in self-directed learning.
1.2 Recognize the complexity of patient treatment and identify when referral is
    necessary.
1.3 Formulate a scientific inquiry and evaluate research methods.
1.4 Access, evaluate and integrate lay and scientific literature, clinical expertise and
    patient values for evidence-based practices.
1.5 Apply ethical principles to the practice of dentistry.
1.6 Apply basic biomedical, behavioral, clinical science knowledge and critical
    thinking skills to patient care and management.
Foundation Skills - Communication
2.1. Communicate effectively in a professional and non-judgmental manner, including sharing of literature findings.
2.2 Demonstrate communication and interpersonal skills to function in a multicultural work environment.
2.3. Manage a diverse patient population (age, race, ethnicity, special needs).
2.4. Communicate and collaborate with other members of the healthcare team to facilitate the provision of health care.
2.5. Obtain a patient’s comprehensive medical, dental, and psychosocial history.

Practice Management
3.1 Apply local, state and federal regulations including OSHA and HIPAA in the provision of dental care.
3.2 Lead the oral healthcare team.
3.3 Apply an infection control protocol.
3.4. Apply knowledge of risk management including upkeep of complete dental records.
3.5. Demonstrate knowledge of fundamental business matters in the practice of dentistry.
3.6 Evaluate different models of oral health care management and delivery.
3.7. Obtain informed consent for procedures to be performed.

Patient Care: Diagnosis, Health Promotion and Treatment
4.1. Perform a comprehensive head and neck exam.
4.2. Select, obtain and interpret appropriate radiographs, laboratory tests and other diagnostic procedures.
4.3. Identify predisposing and etiologic factors that require intervention to prevent disease.
4.4. Diagnose and manage dental caries.
4.5. Diagnose and manage pulpal pathology.
4.6. Diagnose and manage periodontal diseases.
4.7. Diagnose and manage malocclusion and space management.
4.8. Diagnose and manage oral mucosal and osseous disorders.
4.9. Recognize and manage oral manifestations of systemic diseases.
4.10. Diagnose and manage partial and complete edentulism using fixed, removable, and dental implant prosthodontic therapies.
4.11. Recognize health conditions that may modify treatment and appropriately manage patients with these conditions.
4.12. Develop comprehensive treatment plans that incorporate risks, benefits and prognoses.
4.13. Evaluate and manage patient needs in prevention of oral disease and maintenance of oral health
4.14. Select, administer and prescribe the appropriate pharmacological agents to manage pain and anxiety.
4.15. Perform intracoronal and extracoronal restorations
4.16. Perform dentoalveolar surgery on erupted teeth and residual roots along with associated soft tissue surgery using accepted surgical techniques.
4.17. Recognize, diagnose and manage dental emergencies.
4.18. Recognize and manage medical emergencies.
4.19. Assess the outcome of treatment and modify the diagnosis, prognosis or therapy as necessary and develop a maintenance plan.
4.20. Communicate and manage dental laboratory procedures.
4.21. Demonstrate required knowledge and skills to begin the practice of general dentistry. (demonstrate overall competence)
COURSE APPROVAL PROCESS
Overview of Approval Process:

The Curriculum Committee has developed criteria, policies and procedures for the evaluation and approval of new or revised courses. The purpose of the development and implementation of the criteria and procedures is to provide a comprehensive, uniform policy for course development and provide the basis for review and subsequent approval of requested course revisions or new courses.

All courses taught at RSDM are subject to the approval process. Major revisions in a course (i.e. changes in contact hours, credits, major content changes and competency changes) require approval whether or not instructional hours change.

Application forms for approval of new or revised courses are obtained by request through the Office of Academic Affairs and completed by the Course Director. Pertinent course materials are compiled and the course is self-evaluated by the Course Director using the Course Proposal Check-List.

The check-list with proposal supporting documents, are reviewed and signed by the Department Chairperson and submitted to the Office of Academic Affairs.

The Assistant Dean will review the materials for adequacy of documentation. If the materials are complete, they will be forwarded to the Curriculum Committee for review. Should any document be missing or incomplete, the Course Director will be notified in writing of omissions and request that they be rectified prior to submission to the Committee.

When documentation is deemed complete, the Assistant Dean forwards the materials for inclusion at the next Curriculum Committee meeting. The Committee reviews all materials submitted and recommends the following actions:

A. For Course Revision:
   1. Approval - All essential criteria met.
   2. Non-Approval - One or more essential criteria not met.

B. For New Courses:
   1. Preliminary Approval – All essential criteria met; full approval not given until course has been offered and appropriate feedback is collected and evaluated; summary documentation and revisions, if applicable, are required prior to next planned offering.
   2. Non-Approval - One or more essential criteria not met.

All new courses and courses with major revisions undergo Detailed Course Review the first academic year the revised course runs.

A permanent file is kept for each course in the Office of Academic Affairs.

INSTRUCTIONS FOR SUBMITTING APPROVAL REQUEST FOR A NEW COURSE OR A MAJOR REVISION TO AN EXISTING COURSE:

INSTRUCTIONS FOR SUBMITTING APPROVAL REQUEST:

1. Complete Course proposed Check-List: On the top of the first page of the Course Review Check-list provide the requested information on course title (if applicable), number and
most recent revision date. Include your name and telephone extension. An application form with requested signatures should be filled out after completion of the “Course Proposal Check-list.”

2. Compare Revised or New Course to Criteria: Read each criterion carefully. Use the course syllabus and supporting documents as a basis for making a determination as to whether or not that specific criterion is met. Circle “Yes” if the documentation provides evidence the criterion is clearly met. Circle “No” if the criterion is not met, and circle N/A if you believe that specific criterion is not applicable to the course under review.

3. Provide Documentation and Necessary Comments: The provision of documentation is essential. Indicate the page number(s) of the course syllabus, which documents each specific criterion. Provide comments as necessary to clarify your assessment of the course’s compliance with each criterion. Comments must be provided under the following conditions:
   a. If supporting documentation (other than the course syllabus) is necessary to provide evidence of a criterion being met. EXAMPLE: “See Attachment 1 – Clinical Evaluation Form pg. _______.”
   b. If the criterion is judged not to be met, explain why.
   c. If the criterion is judged not applicable to the course under review, explain why.

4. Attach and label all necessary documentation: Attach the course syllabus first. Supporting documentation should be attached in the order in which it is referred to in the “comments” section of the form and labeled accordingly.

5. Fill out Application Form and Secure Department Chair’s Signature: Prior to submission of the “Course Proposal Check-list,” the course syllabus, and any supporting documents should be attached.

6. Submit to the Office of Academic Affairs: Forward the entire “package” to the Assistant Dean for Academic Affairs.

7. If questions arise: Contact the Assistant Dean for Academic Affairs or the Chair of the Curriculum Committee.
NEW OR REVISED COURSE PROPOSAL CHECK-LIST

DEPARTMENT: ____________________________________________________________

COURSE TITLE: __________________________________________________________

COURSE DIRECTOR: ______________________  TELE. EXT: ______________________

CRITERIA:  CRITERIA MET:  COMMENTS
(indicate page # in documentation)

I. RATIONALE:

A. Is the rationale supporting the revision or inclusion of this Course in the curriculum attached?  Yes  No  N/A  Pg 1.

B. Is a description of the proposed or Revised course format provided?  Yes  No  N/A

C. Does the rationale address advantages to be gained from this new approval?  Yes  No  N/A

D. Does the rationale address potential constraints or limitations to imposing this change?  Yes  No  N/A

E. Does the rationale address potential impact on other programs or courses that must be considered?  Yes  No  N/A

F. Does the rationale support the proposed position in the overall curriculum sequence schedule?  Yes  No  N/A

II. COURSE DESCRIPTION

A. Does the course title accurately reflect the course description and content?  Yes  No  N/A

B. Does the course description accurately reflect the course content?  Yes  No  N/A
### III. COURSE OUTLINE

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>CRITERIA MET</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Does the course/syllabus identify the goals/objectives in terms of expected students terminal behavior</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>B. Is a topical outline provided for each unit of instruction or the course as a whole?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>C. Is there designation of instructional time (clock hours) for each unit of instruction and the course as a whole?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>D. Are teaching methods or learning activities specified for major topical categories of unit content? (e.g.: Lecture, lab, small group seminar, computer aided instruction, video presentation, supervised clinical practice).</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>E. Are learning resources identified for each unit of instruction or the course as a whole?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>F. Are the requirements for course completion consistent with the course content and learning objectives?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>G. Are the student evaluation methods and/or tests of competency clearly delineated?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>H. Is the policy used to determine student grades clearly described?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>I. Is the competency mapped to this course and is the mapping appropriate?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>J. Are all other sections of the syllabus completed as necessary?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
COURSE DIRECTORS’ RESPONSIBILITIES

Upon assignment as Course Director, faculty are required to attend a Course Directors’ Orientation and are provided with a dedicated Course Directors’ Handbook. Attendance at the orientation is essential, as a Course Director assumes administrative responsibilities which require enhanced understanding of policies, procedures and accreditation standards. Monthly Course Director meetings and end-of-semester debriefings are conducted with all Course Directors to address current issues.

Course Directors who are unable to attend the initial Course Directors’ Orientation are required to meet with the Office of Academic Affairs to review the information missed. Course Directors are also invited to attend subsequent Course Directors’ Orientations, as desired.

COURSE EVALUATIONS BY STUDENTS

RSDM conducts student course evaluations through AEFIS, a web-based tool used to gather and report on student evaluations of courses, faculty, teaching assistants, residents, or any other individual with which students interact.

The availability of an on-line assessment program has many advantages over the traditional method of handing out bubble sheets. It eliminates the need to use course time for completing evaluations, no time is spent transcribing comments and essay style answers, and there are no long delays while answer sheets are processed and reports printed. On-line reports and comparative graphs mean that survey results are available immediately.

Evaluation of courses:
All courses, including clinical courses at Rutgers School of Dental Medicine are evaluated through the AEFIS software. Academic Affairs coordinates the evaluation of each course at the end of the trimester in which the course terminates. Clinical courses are also evaluated with a “short form” mid-year by the students. Teaching effectiveness is also collected via this survey for the course director as well as any participating faculty that lecture in the course. All faculty listed on the syllabus by the course director in AEFIS receive an evaluation. Course directors should be sure to include the appropriate listing of all faculty that need to be evaluated as a part of the course, such as lecturers and clinical faculty.

Reports:
The AEFIS software provides a report tabular and graphic representation of the results of each question, and descriptive statistics (average, mode, standard deviation and variance). Course Directors can see the teaching effectiveness scores for all course faculty; individual faculty on a course will only see their own teaching effectiveness results. All faculty on a course will see the results of course level questions.

The default view is aggregate data; you can also view individual responses one at a time. All course evaluation responses are anonymous.

The data from the reports can be exported into a PDF, CSV, or Excel file.

Faculty Access:
Access to survey results is provided year round to all course directors as well as faculty participants lecturing within the course. Faculty log into the AEFIS system with their Rutgers CORE ID and can access survey results electronically.

- Follow link in email or go to https://rutgers.aefis.net
  - Note: You may experience some security messages in Internet Explorer. Use Chrome, Firefox or Safari if possible. If you only have IE, approve the security notifications.
• You will be forwarded automatically to the RUID log in screen. Log in with your NetID/Password.
• If you have any notifications, they will pop up for you in the upper right corner. Click anywhere on main screen to exit this box.
• In the center of the screen, there is a box marked “My Course Evaluations” which will list courses with available evaluations. Click “Results” for the course you want to view.
  Note: You can only view closed evaluations. While the evaluations are running, they are not accessible to faculty.
• This will bring you to the results of your evaluation. Aggregate results represent all responses combined.
• The best way to download your results is to Click on Export, then PDF. Save, open or print the file as desired.

There are course level and instructor level questions. Course Directors can view all responses; faculty teaching in a course can view course level questions and their instructor level questions.

COURSE SYLLABUS FORMAT AND CONTENT
The Office for Academic Affairs manages the collection and distribution of all pre-doctoral course syllabi to students. The course syllabus includes information about the goals and requirements for each course, schedule of lectures/laboratory, competencies taught and tested, course content, topic outlines, methods of evaluation and specific departmental policies distributed by course directors at the beginning of each course. Each department determines the manner in which students are examined and the criteria for evaluating performance.

Commission on Dental Accreditation (CODA) standards require that syllabi notify students of the course requirements and evaluation standards.

CODA Standard 2-1: In advance of each course or other unit of instruction, students must be provided written information about the goals and requirements of each course, the nature of the course content, the method(s) of evaluation to be used, and how grades and competency are determined.

Each syllabus should include both general information applicable to all RSDM courses and specific requirements applicable to the individual course and course director. The AEFIS system is a web-based tool which electronically maintains the syllabi and collects data for accreditation reporting. AEFIS contains a standard RSDM syllabus template with the sections listed below. Faculty are to review and update each section of the syllabus annually for their course(s).

- Course Information
  - This section is automatically populated.
- Course Faculty
  - The Course Director is automatically added to the course. The Course Director can add/remove additional faculty.
- Days, Time & Room Number
- Required and Recommended Texts
- Course Description
- Course Goals and Objectives
- Course Requirements
  - If a course requires students to pass competency examinations that test whether students are able to perform one or more of the RSDM Competencies for a New Graduate, the competency examinations must be clearly stated.
- RSDM Course Competencies
  - The Course Director informs the Assistant Dean for Academic Affairs of the competencies associated with the course (taught and tested, including which competency examinations is associated with which tested competency, if there is more than one on a course), and provides the examination forms. The Office of Academic Affairs will edit the competency list in the AEFIS system, including attaching the examination form to the syllabus.
• Exams/Assignments
  o If a course requires students to pass competency examinations that test whether students are able to perform one or more of the RSDM Competencies for a New Graduate, the competency examinations must be clearly stated.

• Grading Policy
• Standard language for didactic courses is provided as an option in the drop down menu. Faculty are to expand upon the language to provide a detailed explanation of grading in their course to the students.

• Make up examination policy
• Examination Review Policy
• Attendance/Absentee Policy
• Conduct, Ethics & Professionalism Policy
• This language is standard to all syllabi and cannot be edited.
• Tutorials and Remediation
• Students Requiring Accommodations
• This language is standard to all syllabi and cannot be edited.
• Course Schedule
  o This module provides a session by session schedule with detail on the houses, topic/exam, faculty, method, and session notes/reading assignment. The information in the course schedule is used to populate reports on faculty hours and teaching methods for accreditation.
• RSDM Professionalism Form
  o The RSDM Professionalism Evaluation Form is attached to all syllabi.
• Other Course Documents
  o A PDF document can be attached to the end of a syllabus to provide additional information on the course. This is the ideal place to inset a tabular version of the clinic schedule to provide easy reference as to which faculty are available by day. Large documents such as manuals should be uploaded to Moodle rather than included in the syllabus.

Instructions for Editing Syllabi in AEFIS
• Log in with your CORE ID at https://rutgers.aefis.net. Firefox or Chrome are preferred – Internet Explorer does not work well with this software!!!
• Navigate to Courses—Course Sections
• Search for your course. Type slowly, and choices will appear. Alternatively, filter by term and subject, then select from the list.
• Click “Manage” under Actions.
• Check the list of faculty. This is EVERYONE who is teaching in your course. If you need to make changes, click “Course Section Faculty” in the left toolbar. If not, proceed to #6
• Add or Delete faculty as appropriate. If you do not see a faculty member listed, please contact Academic Affairs to have them added to the system.
• Select “Syllabus Form” in the left toolbar and Click “Edit” on the upper right side to open the form.
• Scroll down. The Edit-able fields have text boxes. If you require changes to the competency list or any non-editable field, please contact Academic Affairs.
• The editor works much like MS Word, and allows copying/pasting from Word documents and PDFs. Note: You must use Keyboard Commands (CTRL+C/CTRL+V to Copy/Paste, not right-click mouse actions). You may need to adjust the formatting a bit. Entries from previous years remain and can be tweaked for the next academic year.
• Days & Time
• Room
• Required Texts
• Course Description
• Course Goals
- Course Requirements
- Exams/Assignments
- Grading Policy
- You may edit the standard RSDM language to include calculations specific to your course.
- Make Up Examination Policy
- Examination Review Policy
- Attendance Policy
- Tutorials and Remediation.
- You may edit the standard RSDM language to fit your course.
- You may attach ONE pdf document at the end of the syllabus with additional information (faculty contact information, schedule of projects, etc.).
- When you’ve completed these fields, Click Finish or Exit Edit
- Select “Course Schedule” in the left toolbar.
- Entries from the previous year are rolled over, but not adjusted to any changes in the academic calendar. You have to select the appropriate dates for each session and update sessions and faculty as appropriate. For clinical courses, every clinic session must be entered.
- Scroll to top and hit Finalize. Email Academic Affairs to notify team the syllabus has been entered.
COURSE SYLLABUS

COURSE#: [enter course #]
OFFICIAL COURSE NAME: [enter course name]
COURSE DIRECTOR: [enter name of course director]
CONTACT INFORMATION: [enter contact information]

ACADEMIC YEAR: [enter academic year (i.e. 1st, 2nd, 3rd, 4th)]
TRIMESTER(s): [enter trimester(s) (i.e. fall, winter, spring, summer)]

CREDIT HOURS: [enter credit hours]
CONTACT HOURS:
Lecture [enter lecture hours]
Seminar/PBL [enter seminar/PBL hours]
Laboratory [enter laboratory hours]
Clinic [enter clinic hours]
Hospital [enter hospital hours]
Exams [enter exam hours including final exam]
Other: ______________ [specify and enter other hours]
TOTAL [enter total hours]

DAYS & TIME: [enter days of week and time of day]
ROOM#: [enter rooms]

REQUIRED TEXT(s): [Enter all required texts]

RECOMMENDED TEXT(s): [Enter all recommended texts]

COURSE DESCRIPTION: [Enter course description]

COURSE GOALS: [Enter course goals]

COURSE OBJECTIVES: [Enter course objectives]

RSDM COMPETENCIES TAUGHT: [Include all substantial competencies]

| RSDM Competency # and Statement |
RSDM COMPETENCIES TESTED:
[Include a copy of each competency test]

<table>
<thead>
<tr>
<th>RSDM Competency # and Statement</th>
<th>Name of Competency Evaluation Form</th>
</tr>
</thead>
</table>

COURSE REQUIREMENTS:
[List course requirements. If a course requires students to pass competency examinations that test whether students are able to perform one or more of the RSDM Competencies for a New Graduate, the competency examinations must be clearly stated. A copy of the competency evaluation form must also be attached.]

GRADING POLICY:
[Do not use for Pass/Fail courses]
[Enter grading policy or refer to student handbook]
[Insert weights of each exam/assignment]

GRADING
Course syllabi which include information about the goals and requirements for each course, course content, topic outlines, methods of evaluation and specific departmental policies are distributed by course directors at the beginning of each course. Each department determines the manner in which students are examined and the criteria for evaluating performance. Within five (5) working days of the conclusion of a course or the date of the final examination, final letter grades are transmitted to the Registrar's Office for recording on the student's permanent academic record (transcript).

Valid letter grades and their values are:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Points</th>
<th>Numerical Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
<td>90 100**</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.5</td>
<td>85 89**</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
<td>3</td>
<td>80 84**</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.5</td>
<td>75 79**</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>2</td>
<td>70 74**</td>
</tr>
<tr>
<td>D*</td>
<td>Unacceptable</td>
<td>1</td>
<td>65 69**</td>
</tr>
<tr>
<td>F*</td>
<td>Failure</td>
<td>0</td>
<td>60-64 **</td>
</tr>
<tr>
<td>FR***</td>
<td>Failure/repeat</td>
<td>0</td>
<td>59 and below**</td>
</tr>
<tr>
<td>D/C, F/C****</td>
<td>Grade on remediation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The D grade and the F grade must be remediated or repeated using the “Academic Actions” guidelines delineated below.

**for calculation of final course grades, decimal values are rounded up to the next whole number if .5 or above OR rounded down to the whole number if below .5, e.g., 89.5 would be an “A” and 89.4 would be a “B+.”

***Students receiving a grade of “F” in a course with a numerical grade value of 60-64 will be remediated if allowed by the SAPC after considering the student's overall academic performance. Students receiving a grade of “FR” in a course with a numerical value of 59 and below will repeat the course if allowed by the SAPC after considering the student's overall academic performance. The FR grade is not applied to didactic courses of fewer than 4 credits nor to first-year dental preclinical laboratory courses. (Approved by Executive Council 10/14/10. Amended 11/20/13)

****When an F or D grade is remediated, the highest grade attainable is C (Approved by Executive Council 11/14/07. Amended 11/20/13)
The DC or FC is awarded in a didactic or preclinical laboratory course after successful remediation or completion of deficient requirements in a clinical course. The new grade is recorded on the transcript in addition to the previous grade.

Grade point averages (GPA's) are calculated to determine the rank in class and eligibility for promotion for each student. It is dental school policy that, for the purposes of determining class rank, a grade point average will be computed using ONLY the FIRST grade obtained in each course. For the purpose of determining eligibility for promotion and Satisfactory Academic Progress, GRADES EARNED ON REMEDIATION OR REPETITION of a course will be used to calculate the grade point average.

Grades which are not included in the computation of the grade point averages are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>EXT</td>
<td>Exempt</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawn-Passing</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn-Failing</td>
</tr>
<tr>
<td>X</td>
<td>Suspension for Administrative Reasons</td>
</tr>
</tbody>
</table>

The AU (Audit) grade is noted on the transcript for a student who has successfully completed a course in a previous trimester, but is mandated by the SAPC or the course director to attend the course to maintain knowledge and/or skills. The auditing student must attend all classes and take all quizzes, examinations, practicals, etc., but will not receive a grade other than the “AU”.

The EXT (Exempt) grade is noted on the transcript for a student who, upon application to the department chair involved, is not required to participate in a course (usually a basic science course) because of the student's documented previous knowledge of the subject matter.

The I (Incomplete) grade is an interim grade awarded to a student who has been unable to complete a course due to being on an approved leave of absence, service to the dental school, unscheduled curricular activity or as determined by an ad hoc Clinical Progress Committee

When submitting an I grade for a non-clinical course, the course director must: (Approved by Executive Council 11/6/08)
1. consult with their department chair
2. consult with the Vice Dean
3. delineate the specific reason(s) for the I grade as well as a time frame for removal
4. submit the above to the Registrar for delineation to the Student Academic Performance Committee

If the reason(s) for I grade does not meet the stated definition, the Vice Dean and/or the Chair of the SAPC will contact the Course Director and/or Department chair for further clarification.

Additionally, a quantitative F grade submitted in a clinical course may be changed to an I (Incomplete) grade only under extreme circumstances on a case by case basis upon recommendation of an ad hoc Clinical Progress Committee. The committee consists of the Course Director, Department Chair, Group Practice Administrator, and Associate Dean for Clinical Affairs and considers whether the student effectively used clinical resources. In cases where the ad hoc committee determines the situation came about through no fault of the student, the student will receive an I grade.
The I grade must be removed in the academic year for which it is received, prior to the SAPC’s July remediation review meeting. For clarification, the extended time given back to the student to remove the I grade can be during the same academic year or if additional time is necessary, the additional time will be during the July remediation/vacation period and a final grade must be submitted prior to the post-remediation SAPC meeting. All I grades must be resolved PRIOR to the start of the next academic year. A student with remaining I grades cannot be promoted to the next academic year. Any I grade which is not removed via successful completion of the course prior to the SAPC’s post-remediation review meeting will be changed to an F grade. Student's promotion to the subsequent academic year cannot occur until the I grade is removed.

A fourth year student with an I grade(s) may participate in the convocation and commencement ceremonies (without receiving a diploma) if, in the judgment of the ad hoc Clinical Progress Committee the student can accomplish the specified Comprehensive Care Requirements prior to the SAPC’s July remediation review meeting. (Approved by Executive Council 11/20/13).

The P (Pass) grade is awarded following successful completion of certain mandatory courses and fourth year Selective/Elective courses.

In Pass/Fail courses involving patient care, the P grade must be based on a minimum number of assessed clinical procedures as outlined in the respective course syllabus. An F (Fail) grade may be issued for qualitative failures based on daily grades, competencies and professionalism. If an F grade was issued based solely on quantity of procedures completed, it will be reviewed by an ad hoc Clinical Progress Committee.

The S (Satisfactory) and U (Unsatisfactory) grades may be given as mid-course (for courses that continue into subsequent trimester[s]) and/or end-of-trimester evaluations. These evaluations are not included on the student's permanent academic record (transcript) but are noted on a "grade report" which is given to the student at mid-course and/or end-of-trimester.

1. Unsatisfactory) - may be given:
   a. in any academic year for any didactic course in which the student has an average numerical grade below 70 in quizzes, mid-term examinations or any other mid-course evaluation;
   b. in any academic year for any laboratory course in which the student has not met the basic requirements of the course;
   c. in the junior and senior years for less than satisfactory qualitative clinical performance;
   d. in any academic year for less than appropriate professional performance.

The U grade must be removed by successfully completing all requirements in the course.

2. S (Satisfactory) - may be given in any academic year for any course in which the student has met all academic and professional requirements of the course.

The WP (Withdrawn-Passing) or WF (Withdrawn-Failing) grade is awarded when a student withdraws from a course before its conclusion. In both cases, the grade remains on the permanent academic record, and the student is required to repeat the course.

The X (Suspension) grade will be awarded to any course in progress when a student is removed from the school for non-academic reasons (cheating, theft, etc.). The suspension notation will remain on the student's permanent academic record.
MAKEUP EXAMINATION POLICY:  
[Enter course’s specific makeup exam policy]

EXAMINATION REVIEW POLICY:  
[Enter when exam results will be posted/viewed by students]

ATTENDANCE/ABSENTEE POLICY:  
[Enter absentee policy or refer to student handbook]  
The course adheres to the RSDM policy on attendance which appears in full in the Student Handbook. Students are expected to be present for all coursework. Attendance implies arriving promptly at the start of the session and remaining until its conclusion.

[Insert for Non-Clinical Courses]  
If a student is absent from 30 percent of assigned time in this course the student will be ineligible for tutorials, remediation or reexamination following a failure in the course. Absence due to illness or personal circumstances, unless due to an approved medical leave of absence, is included in the 30 percent total listed above.

CONDUCT, ETHICS & PROFESSIONALISM POLICY:  
[Copy the text exactly as it appears below]  
This course requires students to uphold the RSDM Honor Code contained in the Student Handbook. It also adheres to the RSDM policy on professionalism fully described in the Student Handbook and requires maintenance of acceptable standards of professionalism. When applicable students may be evaluated using the attached “RSDM Professionalism Evaluation Form”.

TUTORIALS and REMEDIATION:  
[Enter tutorials and remediation policy or refer to student handbook]

STUDENTS REQUIRING ACCOMMODATIONS:  
[Copy the text exactly as it appears below]  
Any student who feels he/she needs accommodations in order to participate in this course must present a request in writing to the Assistant Dean of Academic Affairs. Students are not permitted to make arrangements for accommodations directly with the course director. Course directors will direct all student requests to the Assistant Dean of Academic Affairs.
RSDM Professionalism Evaluation Form

Date: __________________________

Student Name: __________________________ Course: __________________________

Course Director Name: __________________________ Signature __________________________

Reliability and Responsibility
☐ Development of accountable and dependable behavior as it relates to oneself and others. Examples include **but are not limited** to:
  - Arrival at class on time, and when not, entering the classroom non-disruptively
  - Remaining in class for the full session; taking only necessary breaks
☐ Fulfilling responsibilities and assignments in a timely manner, including **but not limited to**:
  - Keeping immunizations up-to-date
  - Completing course evaluations
  - Addressing financial obligations

Honesty and Integrity
☐ Representing facts truthfully in all academic, clinical or research situations

Maturity
☐ Taking responsibility for own actions
☐ Providing and accepting constructive feedback, including **but not limited to**:
  - Providing appropriate feedback on course evaluations
☐ Recognizing limitations and seeking help
☐ Incorporating feedback in order to make changes in behavior

Interactions with Patients
☐ Acting and dressing in a professional manner
  - Being sensitive to the needs of and respectful of patients
  - Cultivating altruism and addressing patients with compassion and empathy
  - Establishing and maintaining appropriate boundaries in all learning situations
  - Maintaining HIPPA regulations

Relationships with Students, Faculty and Staff
☐ Conveying respect for other students, faculty, and staff through attitudes, actions, and behaviors. Examples include but are not limited to:
  - Silencing cell phones and pagers in class, laboratory or clinic, and answering only when there is a pending urgent matter
  - Focusing attention on coursework in class, laboratory or clinic rather than attention to other matters (i.e., email/internet, reading materials unrelated to course, or disruptive conversations with others)
☐ Interacting and behaving appropriately with others; demonstrating integrity, compassion and altruism
☐ Relating well to fellow students, faculty, and staff and striving for harmonious and collaborative relationships in the learning environment

Please explain above:
Other feedback (on reverse)

Student Signature __________________________ Date __________________________

Student comments (on reverse, attach additional pages if necessary)
**LECTURE/SEMINAR SCHEDULE SUMMARY**
[only needs to be completed if this is a syllabus for course that has lectures and/or seminars. Please include all lecture or seminar faculty members]

<table>
<thead>
<tr>
<th>Session #</th>
<th>Hour(s)</th>
<th>Date</th>
<th>Topic or Exam</th>
<th>Lecturer or Seminar Faculty</th>
<th>Method (i.e. lecture, seminar, PBL, computer based)</th>
<th>Reading Assignment (DVD section number for 1st &amp; 2nd yr.; text page numbers for 3rd &amp; 4th yr.) and/or Special Project</th>
</tr>
</thead>
</table>

**LABORATORY SCHEDULE SUMMARY**
[only needs to be completed if this is a syllabus for a course that has laboratory exercises. Please include all lab/clinical faculty members who teach in lab/clinic.]

<table>
<thead>
<tr>
<th>Session #</th>
<th>Hours</th>
<th>Date</th>
<th>Topic or Exam</th>
<th>Reading Assignment and/or Laboratory Assignment</th>
<th>Laboratory Project Due</th>
</tr>
</thead>
</table>

[NOTE: examinations and quizzes are to be included. Generally examinations will be listed as a separate session and quizzes will be listed as a special project]

**LABORATORY AND CLINICAL FACULTY**
[only needs to be completed if this is a syllabus for a course with laboratory or clinical sessions]

The following faculty will be teaching this course.

**Fall Trimester**

<table>
<thead>
<tr>
<th>AM &amp; PM Times</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>[If applicable, enter AM hours for laboratory or clinical course]</td>
<td>[enter AM faculty only if course is taught Monday AM]</td>
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## Summer Session

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### STUDENT GROUP ASSIGNMENT

[only needs to be completed if this is a syllabus for a course that has students divided into groups and the student groups meet at different times]

<table>
<thead>
<tr>
<th>Group</th>
<th>Student ID #s</th>
<th>Student Names (last, first)</th>
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<tbody>
<tr>
<td></td>
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### STUDENT SCHEDULE BY GROUP

[only needs to be completed if this is a syllabus for a course that has students divided into groups and the student groups meet at different times]

<table>
<thead>
<tr>
<th>Date</th>
<th>Group</th>
<th>Room</th>
<th>Session #</th>
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</table>
SELECTIVE ELECTIVE PROGRAM

Rutgers School of Dental Medicine

Selective-Elective Program

COURSE#: [ ] SELECTIVE
[ ] ELECTIVE

TRIMESTER: TBD

DEPARTMENT: 
COURSE TITLE: 

MAIN PURPOSE OF THIS COURSE:

COURSE CONTENT:

OBJECTIVES OF COURSE:

EVALUATION OF STUDENTS:

PROGRAM DESCRIPTION

Number of students:
Day/Time:
Number of weeks of Program:
Number of hours of Program:
TOTAL:

COURSE DIRECTOR(s):

LECTURE/SEMINAR SCHEDULE SUMMARY

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Topic</th>
<th>Lecturer/Seminar Leader(s)</th>
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CURRICULUM MANAGEMENT PLAN

CODA STANDARD 2-8: The dental school must have a curriculum management plan that ensures:
   a. an ongoing curriculum review and evaluation process which includes input from faculty, students, administration and other appropriate sources
   b. evaluation of all courses with respect to the defined competencies of the school to include student evaluation of instruction
   c. elimination of unwarranted repetition, outdated material, and unnecessary material
   d. incorporation of emerging information and achievement of appropriate sequencing
   e. Incorporation of emerging didactic and clinic technologies to support the dental education program

CODA STANDARD 2-4: The stated goals of the dental education program must be focused on educational outcomes and define the competencies needed for graduation, including the preparation of graduates who possess the knowledge, skills and values to begin the practice of general dentistry.

Rutgers School of Dental Medicine Curriculum Management Plan

I. Introduction and purpose

The management of the pre-doctoral dental curriculum is under the direction of the Curriculum Committee in close collaboration with the Office for Academic Affairs. The evolving nature of the health sciences, of dental practice and of our understanding of the adult learning process dictates that the school must have responsive process, which continually stimulate curriculum improvement. The purpose of this management plan is to succinctly summarize the processes Rutgers School of Dental Medicine (RSDM) has adopted to actively manage its curriculum.

II. Overview of the Curriculum Management Plan

Optimal management of a curriculum change process requires that the plan have clear goals, objectives, processes and outcome measures. The RSDM strategic plan is at the heart of the school’s curriculum management plan. The current strategic plan was approved in 2015, with a mission of seeking “to improve oral health and quality of life through the education of oral health professionals and scientists, the conduct of research, the promotion of health, and the delivery of oral health care to communities throughout the state and beyond.” The first goal of the strategic plan is Education.

Graduates from our academic programs will possess the knowledge, skill and values to practice dentistry and contribute towards the growth of the profession.

1.1 Prepare graduates who possess the knowledge, skills and values to begin the practice of general dentistry.

1.2 Enable life-long learning by offering post graduate educational opportunities.

1.3 Deliver education which emphasizes self-assessment and self-directed learning: integrates basic, clinical and behavioral sciences; and provides for community based and interprofessional experiences.

1.4 Improve and enhance teaching strategies and technologies for predoctoral and post-doctoral students and faculty colleagues.
RSDM has implemented a comprehensive process of curriculum review and revision, which has resulted in a dynamic pre-doctoral curriculum capable of continuing improvement and refinement. The curriculum management plan describes the processes for ongoing planning, operation and evaluation, which will continue to shape the school’s pre-doctoral curriculum.

The curriculum management plan has several quality improvement characteristics to assure that this faculty-controlled process is thoughtful and responsive. The plan is comprehensive; that is, it involves a critical assessment of each of the curriculum’s courses individually but also examines the outcomes of the curriculum as a whole. The process is ongoing, involving the systematic review of course and instructional effectiveness in three-year cycles. In addition, curriculum management as data-driven, as the Office of Academic Affairs annually presents its assessment of key indicators (outcome measures) like results of standardized tests, licensure examinations and remediation programs. These data, when assembled thoughtfully and reviewed critically, allow faculty to draw conclusions about the effectiveness of various educational programs and to make refinements to enable the programs (or courses) to achieve their intended goals.

The School's curriculum management plan is also systematic, using standardized and field tested instruments to assess individual courses and to assess whether course directors, chairpersons or standing committees have acted upon earlier recommendations generated by various review committees. The overall plan is also characterized by accountability to the appropriate departments, offices or faculty standing committees (Curriculum and Student Academic Performance) which are charged to oversee the curriculum and the progress of students through the curriculum.

The Curriculum Committee (a standing Committee of the Academic Assembly) is charged with the oversight of the pre-doctoral curriculum. The Curriculum Committee consists of a chairperson, 6 faculty members (includes 2 basic science faculty from RSDM and/or New Jersey Medical School (NJMS)), an appropriate administrative officer (a faculty holding a dean’s position in the Office of Academic Affairs), and a student appointed by the student government association. Additionally, each class appoints a student liaison. The membership of the Committee is designed to assure that all constituencies (faculty, students, and administration) have an appropriate voice in the planning, administration and evaluation of the curriculum.

III. Oversight of Curriculum - Role of Curriculum Committee

The charge of the Curriculum Committee, contained in the RSDM Bylaws, is to regularly review the content and delivery of the curriculum, to maintain a liaison with the administration regarding coordination of interdisciplinary, interdepartmental, and interprofessional programs consistent with RSDM curricular goals. In addition, the Curriculum Committee can establish sub-committees on closed rotations, national board examinations, and any other appropriate curricular activities.

The Curriculum Committee has oversight responsibilities for the curriculum review activities by designing, modifying and approving all review instruments, surveys and methods used in the course reviews. The Committee also selects which courses are to be reviewed each year, appoints faculty members to the review subcommittees, establishes the charge to these review committees; and approves each individual course review before its dissemination to the course faculty and department chair.

The Curriculum Committee also has a review mechanism for all substantive modifications of the curriculum. These modifications include any additions, deletions or changes in departmental responsibility. The Committee requests a completed course change form which ensures that the course director and department chairperson clearly identify the rationale, the nature of the change, how this change supports the overall goals of the curriculum, and the curricular and financial impacts of any proposed curriculum changes. The Curriculum Committee frequently will stipulate what outcome measures it expects to use in evaluating the effects of curriculum modifications. Major course changes
require evaluation immediately following implementation, a review process that has proven highly effective.

IV. Oversight of Curriculum - Role of Office of Academic Affairs

The Assistant Dean for Academic Affairs has the principal responsibility for the oversight and management of the processes in consultation with the Vice Dean, which plan, implement and evaluate the pre-doctoral curriculum. The Office of Academic Affairs (OAA) is staffed by a (faculty) Director for Academic Affairs, a (faculty) Director for Educational Programs, a program administrator, and three support staff.

The Office of Academic Affairs has principal responsibility for the operation, scheduling and coordination of the teaching and evaluation activities across the 8 RSDM departments as well as the courses taught by NJMS, and many of the interprofessional experiences including all RBHS Healthprofessions schools and the School of Social Work. The activities involve scheduling of courses and examinations, room assignment, creation of special schedules (5 year program, student schedules for those returning from leave of absence), and coordination of remediation programs and schedules. The OAA has primary responsibility for:

- creating the academic calendar and schedule
- administrative support for the Curriculum Committee and subcommittees
- maintenance of Curriculum Committee files
- scheduling of appropriate course reviews including assembly of source documents
- writing course reviews for review by Curriculum Committee
- administration of course and faculty (teaching effectiveness) evaluations by students
- creation and enforcement of standardized course syllabus formats
- development and implementation of competency-based curriculum including:
  - administration of competency mapping and related surveys
  - collection of competencies
- completion data development and enforcement of institutional policies dealing with the School’s competency based curriculum.
- completion of all surveys dealing with the school’s pre-doctoral curriculum
  - monitoring the scope and effectiveness of the school’s remediation activities
  - planning and coordination of faculty development activities related to teaching and learning
  - planning and coordination of the interprofessional education curriculum
  - presenting an annual course director’s orientation
  - developing a monthly agenda/schedule for course director’s meetings
- developing an annual report/overview shared with student officers and the classes on the outcome of curriculum changes from AY-AY.
V. Curriculum Planning Activities

The following table summarizes the Curriculum Planning activities, which are overseen by the Office of Academic Affairs:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PURPOSE</th>
<th>FREQUENCY</th>
<th>REPORTS TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Retreats</td>
<td>Curriculum-related faculty development and planning</td>
<td>Annual</td>
<td>Academic Assembly Curriculum Committee Planning Committee</td>
</tr>
<tr>
<td>Expedited Course Reviews</td>
<td>Review of predoctoral courses</td>
<td>At least once every three years (a detailed review may be substituted as outlined below)</td>
<td>Curriculum Committee Department Chairperson Course Director &amp; course faculty</td>
</tr>
<tr>
<td>Detailed Course Reviews</td>
<td>Review of new predoctoral courses and predoctoral courses with major course changes (new significant revisions, new course directors, issues documented in a course, etc)</td>
<td>As needed based on criteria for performing Detailed Course Reviews</td>
<td>Curriculum Committee Department Chairperson Course Director &amp; course faculty</td>
</tr>
<tr>
<td>Course Evaluation and Teaching Effectiveness Surveys</td>
<td>Evaluation of each course, including effectiveness of individual faculty</td>
<td>Annually</td>
<td>Course Director Faculty Member (course level and individual results only) Department Chairperson</td>
</tr>
<tr>
<td>Outcomes Assessment*</td>
<td>Overall evaluation of RSDM curriculum objectives</td>
<td>Annually</td>
<td>Planning Committee Department Chairperson Administrative Offices</td>
</tr>
</tbody>
</table>

*Compiled by Planning Committee

The following descriptions summarize the curriculum evaluation activities of RSDM.

A. Faculty Course Reviews

The ongoing course review process provides a comprehensive review of each of the Dental School’s courses. Each didactic, seminar, laboratory and clinical course is evaluated at least once every 3 years using either an expedited or detailed review. The Curriculum Committee chairperson, in collaboration with the Assistant Dean for Academic Affairs, determines the schedule of course reviews and the type of review each course will receive. Reports are prepared by the OAA, reviewed by the Assistant Dean for Academic Affairs, and then presented to the Curriculum Committee for evaluation. Each report is expected to summarize the current status of that course and to make recommendations and suggestions for the optimal functioning of that course in the context of the entire curriculum. The results of each review are forwarded to the course director and department chair. Course directors, in collaboration with their department chairs and the Office of Academic Affairs, when necessary, are expected to act on recommendations of the Curriculum Committee. If a recommendation is problematic to the Course Director and/or Department Chair, or they feel it cannot be implemented, the Course Director and Department Chair may discuss the issues with the Office of Academic Affairs and chair of the Curriculum Committee, and may be invited to present to Curriculum Committee for reconsideration.
New courses, courses experiencing problems identified by students or by faculty and courses that have undergone significant restructuring/revision are scheduled for a detailed review. The detailed course review, examines all aspects of each course, including: content, teaching materials, syllabus, textbook and other materials, examinations and exam results, student course evaluations, student focus group results (when appropriate) and performance on standardized tests (national boards, CDCA) compared to appropriate comparison groups. A faculty representative from the Curriculum Committee visits the course, and provides feedback to the reviewer. The course director completed a detailed self-evaluation form, and the reviewer from OAA may meet with the course director and, if necessary, the department chairperson and course faculty.

The expedited review process is essentially a self-assessment evaluation mechanism which involves the course director completing a detailed, probing questionnaire designed to foster a critical analysis of the course. An OAA reviewer summarizes it, and may discuss the results with the course director and/or department chairperson. The results are forwarded to the Curriculum Committee for review. The analysis of clinical courses also examines the clinical competencies addressed by those courses, the allocated time and the degree to which those courses contribute or detract from comprehensive patient care.

Depending on the result of the detailed or expedited review, the course may be scheduled for a detailed or expedited review in the following year, scheduled for an expedited review in a future year, or discontinued.

The OAA tracks course review recommendations, makes periodic follow-up inquires to determine the status of the recommendations, and reports relevant updates to Curriculum Committee, which may request more information and/or schedule a course for additional course review.

B. Student Course Evaluations and Teaching Effectiveness Evaluations
Students are invited and encouraged to evaluate each pre-doctoral course upon completion of the course. The survey includes questions about the course content, evaluation methods, and teaching effectiveness. Open-ended questions inquire about the course’s strengths and weaknesses and suggested improvements. The surveys are administered by the Office of Academic Affairs in collaboration with the Office of Institutional Assessment, and reports are disseminated electronically to the department chair, course director, and course faculty. The chairperson and course director can see results of teaching effectiveness for all course faculty, but individual faculty only have access to their evaluation. These reports are made available to faculty course reviewers who are conducting detailed course reviews.

C. Student Focus Group Interviews
At the end of each academic year, the Vice Dean and Assistant Dean for Student Affairs conduct focus groups with randomly selected students from each class year to discuss the curriculum. Focus groups also include graduates that have just completed their GPR and/or first year of specialty training or private practice. Feedback is shared with course directors and department chairs as appropriate, and may also be utilized to generate recommendations for course reviews to be evaluated by the Curriculum Committee.

D. Comprehensive Outcomes Assessment
The purpose of the School’s Outcomes Assessment plan is to evaluate the extent to which the School is accomplishing its stated goals and objectives and to plan future activities to accomplish the school’s strategic goals.

Briefly, the Planning Committee reviews the School’s mission, goals, and strategic initiatives, and design outcome measures that are felt to best measure the attainment or progress towards those goals. The Office of Institutional Assessment designs appropriate surveys and instruments to collect this data and the summarized data is presented to the Committee for review. The overall assessment takes into
account trends over the past 3 to 4 years, other environmental factors influencing attainment of those goals. The assessment, suggestions and recommendations are then sent to the appropriate Office, Department or individual for implementation. The Planning Committee assesses the extent of implementation every 18 to 24 months by survey the recipients of the reports. The three to four year cycle for the comprehensive assessments appears to provide sufficient time to accomplish intermediate to long range goals which frequently requires both resource and personnel reallocation.

E. Review of standardized test results - National Board and CDCA Summaries
The Office of Academic Affairs and the Office of Clinical Affairs prepare annual summaries of the performance of that year’s class on these standardized examinations. Where possible appropriate comparisons to national or regional norms are given. These reports are also provided to the RSDM and NJMS Department Chairs for dissemination to appropriate course directors. These reports are made available to course reviewers.

VI. Competency Management Plan
One of the primary goals of RSDM is educate competent general dentists. The Competencies for the New Graduate establishes the standards for new graduates entering the practice of dentistry. The competencies set forth in this document reflect the abilities needed by the new graduate to begin independent, unsupervised dental practice. These competencies must be supported by a working knowledge of basic biomedical and clinical sciences, by cognitive and psychomotor skills, and by professional and ethical values.

These competencies are more encompassing than behavioral objectives and thus are more appropriate guides when considering the whole curriculum. The behavioral objectives are appropriate to provide guidance to faculty and students at the individual course level.

The Competencies for the New Graduate were developed in the belief that a competency- based approach to curriculum design, instruction and student evaluation is realistic, reliable and valid for the education of future dentists. These competencies are being used by individual faculty, departments and standing committees to:

• redefine and restructure the core predoctoral curriculum
• enhance the school's outcomes assessment process
• improve student evaluation and promotion criteria

As with any educational program, it is expected that these competencies will be a dynamic representation of what is expected of our graduates. As the practice of dentistry and our knowledge of diseases affecting oral health evolve, so should the curriculum and competencies. Departments will review the curricula and competencies they are responsible for, and make modifications based on changes in their discipline. In addition, competencies that are currently on the “future competencies list” must be revisited and implemented into the curriculum. As part of the RSDM outcomes assessment process, a “competency validation” survey is distributed to recent graduates to ensure the competency statements are relevant to clinical practice for new general dentists.

The value and usefulness of the Competencies for the New Graduate will depend upon their application by the faculty responsible for the educational mission of RSDM. In the process of defining the core predoctoral curriculum, the competencies also express a new educational philosophy that ensures new graduates are competent to provide comprehensive dental care. The competencies are adaptable to and reflective of the educational needs of our students. Ultimately, the true measure of the value of our competencies will be the quality of our graduates and the care they provide to their patients.
**CURRICULUM MANAGEMENT SOFTWARE - AEFIS**

“AEFIS” is a hosted software service that allows Academic Affairs to manage the complex, dynamic curriculum of the Dental School. It provides a platform for competency mapping, syllabus creation, and course evaluations (previously course evaluations were collected by a software program called “courseval” which is no longer used). Starting in 2016 all Predoctoral course syllabi and schedules are created and accessed via AEFIS and all course evaluations are collected in AEFIS.

http://rutgers.aefis.net (login with CAS netid and password)

**DMD/MBA PROGRAM**

The joint DMD/MBA program is offered in conjunction with Rutgers Business School. RSDM recognizes the high rankings and outstanding reputation of the Rutgers Business School—the DMD/MBA program is an opportunity for students to pursue a joint MBA/DMD degree program with RBS. Rutgers Business School (RBS) recognizes the strong demand and reputation of the DMD program—this program is a means to enhance the quality of RBS graduates.

The DMD/MBA program is designed to allow dental school students to learn business concepts such as management, economics, accounting and data analysis. Because the program is offered concurrently, dental students will be able to apply these business school concepts while in dental school as well as in a private practice, hospital setting and/or post-graduate dental program.

DMD/MBA students will be considered Part-time status in the MBA Program. This dual degree program is a departure from the current dual degree program structure where students take a leave of absence to complete the majority of MBA credit.

DMD/MBA students are permitted to complete courses in the Part-time MBA Program on campus as well as the off-site locations of Jersey City and Madison. This includes Saturdays, Sundays, evening, and day foundation courses.

As Part-time students, a concentration is not required however; the DMD program strongly recommends a customized concentration in healthcare. Students can take most of their MBA courses at night. Can matriculate to the MBA program and complete the MBA requirements finishing one year after completing their DMD degree. Students can take a maximum of 11 MBA credits per semester.

Students interested in the DMD/MBA program must first seek approval from RSDM Office of Academic Affairs prior to submitting an application to the Rutgers Business School. Students may apply at any time during their second year at RSDM.

**EDUCATIONAL TECHNOLOGY**

The Office of Academic Affairs will work with the faculty at RSDM to service Moodle and other online learning technologies with the following missions:

**MOODLE and CANVAS**

Moodle and Canvas are online, open-source, collaborative Learning Management Systems that will allow faculty at Rutgers School of Dental Medicine to:

- interact with students using discussion forums, drop boxes with two-way file exchanges, wikis, email, messaging, chat, polls, surveys
- assess online activities-- teaching objectives, learner outcomes--using extensive reporting and grading tools which allow for standardized rubric criteria
- post and distribute online files, announcements, and calendar events
- give quizzes and manage a gradebook
If you would like design assistance for your course in Moodle or Canvas, please contact oid@docs.rutgers.edu, and one of Rutgers Instructional Designers will reach out to you to discuss your needs. If you need training in how to use Moodle or Canvas most effectively, please join us for one of our regularly scheduled training sessions in the Fall, or email oid@docs.rutgers.edu for assistance. You can also find many helpful video tutorials on the Moodle Training Webinar Recordings page inside Moodle, and the Faculty Orientation (Self-Paced) course in Canvas.

As a secondary resource, contact TLT 24/7 technology support for MOODLE SUPPORT: 973-972-8676 24/7 or CANVAS SUPPORT: 877-361-1134 24/7

Kaltura/Lecture Capture
Kaltura is a streaming media server that houses all of the lecture capture materials from the Dental School. This includes didactic lectures, clinical videos, faculty development lectures, Lunch and Learn lectures, and research seminars. All faculty have access to the videos at the following web address using their NetID and password: https://rutgers.mediaspace.kaltura.com

In the classroom (currently B961, B963, B965 & B721) lecture capture is automated, so it turns on a lecture capture device in the podium at the beginning of each lecture and turns it off at the scheduled end of each lecture, capturing the PowerPoint and voice presented during that time period. You must use the podium computer and the wireless microphone for the lecture to be recorded. The lectures are then sent to RSDM-IT where they are uploaded onto Kaltura and categorized by course. Only students and faculty in that course have access to view the content and the content can’t be copied or downloaded. Most, if not all, courses will be captured but this is a service to students, not an entitlement. If there is unprofessional behavior by students within a class by lack of attendance, or poor behavior towards the lecturer, the lecture capture can be terminated for any length of time. If you feel as if something inappropriate has been recorded, please contact Academic Affairs and we will not release that video, or take it down from the server. It usually takes 24 to 48 hours for the lecture to appear for the students on the Kaltura server.

e-PORTFOLIO - The ePortfolio is a carefully selected, purposeful, organization of students’ academic accomplishments. Upon its completion, it will demonstrate that students are ready (“competent”) to begin the practice of general dentistry. The ePortfolio is a requirement for all DMD students. The software used to collect the ePortfolio data is called Chalk and Wire: http://chalkandwire.com

EXAM ACCESS AND REVIEW POLICY
(Approved by Executive Council 3/15/00. Amended 9/17/18)

1. Midterm Written Examinations:
   a. Following the administration of a midterm written examination, course directors--at their discretion--can do one of the following:
      i. allow the students to keep the examination and post the answer key within two working days of the examination
      ii. post the examination and answer key in a common area (outside the lecture hall or pre-clinical laboratory, in the department area, in the student cabinet on B-level) for a reasonable period of time within two working days of the examination
      iii. host an electronic exam review, under examination conditions at the discretion of the course director, at a scheduled time within two working days of the examination or as soon as feasible.
   b. If the students are not allowed to keep the examination, course directors should provide a sheet for the students to record their answers during the examination in order to facilitate review after the examination and answer key are posted. In addition, students should be allowed to review the examination and answer key upon appointment with the course
director or his/her designee at a mutually agreeable time, representing flexibility of the student and course director.

c. Posting of results should occur only after all students have completed the examination. This will allow for make-up examinations due to excused absences. Make-up examinations should be completed within the time frame described in the Student Handbook.

2. Midterm Practical (Psychomotor) Examinations
   a. Following administration of a practical (psychomotor) examination (midterm or final), course directors, at their discretion, can do one or more of the following (does not apply to final examinations):
      i. return the examination following grading with the criteria sheet used to evaluate the examination within a reasonable time
      ii. allow students to review the examination upon appointment with the course director or his/her designee

3. Final Examinations
   a. Course directors will follow the above guidelines for both written and psychomotor final examinations. The time limit for providing access to the examination and results will be within five working days after the grades for the course are due to the registrar.

4. Communication
   a. Because each course director and department may indicate a different method of review, it is imperative that the procedure used be communicated to the class at the beginning of each course. Therefore, course directors will include the method of examination access and review in the course syllabus under the heading Examination Access and Review. Verbal reinforcement of this written procedure is recommended prior to each examination.

5. Exam Archive
   a. Course Directors are strongly encouraged to utilize the RSDM Exam Archive, managed by the Office of Academic Affairs, to share old examinations with students to be used as study guides. Course Directors are under no obligation to:
      i. Provide examination answers for archived exams
      ii. Provide archived exams for individual units or an entire course
      iii. To conduct examinations in the same format as archived exams, or the same format as in prior terms
      iv. To provide examinations to be utilized as a review or study material (for example, the examinations in the archive should not be considered to be an “outline” to study for a unit exam)
   b. Course Directors should only distribute examinations through the Exam Archive, and should not post old examinations in class Canvas/Moodle shells or distribute to individual students electronically or in hard copy format
   c. Course Directors are encouraged to review exams for their course in the archive, and may choose to remove old examinations from the archive if they determine the information is outdated, does not correspond to current course content, etc.
Rutgers School of Dental Medicine
Examination Archive Disclaimer and Instructions

IMPORTANT NOTICE: The examination materials contained in this archive are historical and represent dental science at the time they were prepared. They may not reflect current dental science, technique or practice. The Rutgers School of Dental Medicine/RBHS expressly disclaims all responsibility for any material in this archive that is no longer current or accurate, or that does not reflect up-to-date best practices in dental science.

Neither Rutgers School of Dental Medicine nor RBHS undertakes any responsibility or obligation to keep materials in this archive current. No relationship is implied or should be assumed between questions in this archive and future examination questions. The examination materials contained here are for informational purposes only, and are intended solely as a study aid. Each student has the responsibility to evaluate, identify and/or avoid any information that may no longer be accurate or current. Neither Rutgers School of Dental Medicine nor RBHS shall be liable or responsible in any way for any adverse consequences resulting from use of the information in this archive.

To place your course exams in the archives, your course director should forward them to the Office of Academic Affairs for posting on Moodle. If you would like to view the archived, please contact Academic Affairs and they can grant you access.

The Rutgers School of Dental Medicine/RBHS welcomes questions and feedback about the materials contained in this archive. If you discover any inaccurate or out-of-date material in this archive, or you would like to comment about the value of this service, please contact us.

973-972-4440

To access the archives visit “http://moodle.rutgers.edu”, go to the “my courses” pulldown and select “RSDM exam archives”. If you are enrolled in the course you will have access, otherwise please contact Academic Affairs.

EXAM HONOR ATTESTATION
Faculty should include on each written or electronic examination one of the following statements to be signed by students before submitting the examination for grading.

1. FORM FOR WRITTEN EXAMINATIONS: “I affirm that I have neither given nor received unauthorized assistance on this examination and that I have complied with the Code of Professional Conduct and Ethics contained in the Student Handbook.”

2. FORM FOR ELECTRONIC EXAMINATIONS: “I agree to not discuss the questions or answers with any other student prior to the close of the examination availability period. I also agree to comply with the Code of Professional Conduct and Ethics contained in the current Rutgers School of Dental Medicine Handbook. By pressing the FINISH/SUBMIT button I affirm that I have neither given nor received unauthorized assistance on the completion of this examination.”

3. FORM FOR PG EXAMINATIONS
“Professionalism is demonstrated through a foundation of clinical competence, communication skills, ethical and legal understanding, upon which is built the aspiration to and wise application of the principles of professionalism: excellence, humanism, accountability, and altruism.” (Stern 2006, pg.19) - RSDM Postgraduate Student Handbook

Upon being accepted into the various graduate programs, it is expected that you will act as a “Professional” and during all exams and follow these directions:

- Upon seating for the exam/quiz, students assure there are multiple empty seats between themselves
- No talking during the exam/quiz, AND eyes on your own exam/quiz
• For questions during the exam/quiz, students should raise their hand and be acknowledged by the proctor before speaking.
• Once the exam/quiz has started no one should leave the room until their exam has been completed and handed in.

It is a requirement of the RSDM Code of Professional Conduct and Ethics, that any student who observes cheating, report it to the proctor and/or the Office of Academic Affairs as soon as possible following the incident.
I affirm that I have neither given nor received unauthorized assistance on this examination and that I have complied with the Code of Professional Conduct and Ethics contained in the current Rutgers School of Dental Medicine Student Handbook.

Print Name and Student Exam Number

EXAM SCHEDULING AND RESCHEDULING POLICY - PREDOCTORAL
(Approved by RSDM Executive Council, July 8, 2015)

PURPOSE

To establish a policy and procedure for scheduling predoctoral examinations (exams) and for requesting that an exam be rescheduled after the exam schedule has been posted. This policy applies to class-wide exams. Rescheduling of exams for individual students is addressed in the attendance policy.

RESPONSIBILITY

The Office of Academic Affairs ensures compliance with this policy.

POLICY

The Rutgers School of Dental Medicine’s Office of Academic Affairs (OAA) is responsible for developing exam schedules for all predoctoral exams, and for processing requests for changes to the exam schedule. This RSDM policy formalizes long-standing practices in both how the exam schedule is developed and how requests for changes in exam schedules are processed and approved. The purpose of such formalization is to promote adherence to these procedures.

EXAM SCHEDULING PROCEDURES

A. Course directors indicate preferred dates for exams in their syllabi which are submitted to OAA in the spring proceeding the academic year that the course is given. Upon receipt of course syllabi, the OAA assembles an examination schedule for each class year as indicated in the syllabi.

B. There are designated time slots in the academic schedule designed to modulate the number of examinations per week, and to provide a schedule that optimizes student use of study and class time. Course directors are required to use those designated time slots, unless approved by the OAA.

C. While developing the schedule, OAA will contact course directors to attempt to resolve conflicts (i.e., religious holidays, same day exams in other courses, or requests that would result in adjacent day exams, or more than three exams per week). Adjacent day exams or multiple examinations in one week may not be possible to avoid, but OAA will attempt to minimize such situations, to the extent possible, before classes begin. Exams will not be scheduled on the same day as other exams (with the exception of exams within the same course) for the same students or on religious holidays noted on the exam calendar.
D. The resulting schedule will be distributed to course directors and class officers for their review and feedback. The OAA will make changes based on this feedback, endeavoring to meet faculty and student needs as much as possible. Once the examination schedule is finalized, it is posted on the school’s website and distributed to students and course directors.

E. Requests for changes to the established (posted) examination schedule must follow the procedures below.

**EXAM RESCHEDULING PROCEDURES**

A. If pre-doctoral students desire to reschedule an exam,
   1. The class president or vice-president will notify the Assistant Dean or designee from OAA via email and indicate the reason for the request.
   2. The Assistant Dean or designee from OAA will review the impact of the requested change, explore room availability or other logistical issues that may prevent an exam from being rescheduled. If the change is logistically feasible, the Assistant Dean or designee will contact the course director for approval. If the course director does not approve the change, the exam will not be moved.
   3. The Assistant Dean or designee from the OAA will notify the class officer via email that either:
      a. The exam cannot be changed, or
      b. That the class officer should immediately survey the class, via a method such that the survey is available to the entire class for 48 hours.
   4. At the conclusion of the survey period, the class officer will email the results to the Assistant Dean or designee from OAA.
      a. If the exam is scheduled at least 45 days following the request, the exam may be changed to the requested date if a majority of the class (51 percent) has voted and a majority of those who voted affirmed the date change.
      b. If the exam is scheduled less than 45 days following the request, but at least 30 days following the request, the exam may be changed to the requested date if the majority of the class voted, and three-fourths (75 percent) of those who voted affirmed the change.
      c. If the exam is scheduled less than 30 but at least 14 days following the request, the exam date will not be changed unless 100 percent of the class voted and 100 percent of those who voted affirmed the exam change. In such instances, the class survey need only be available to the entire class for 24 hours, in order to provide as much notice to the class as possible.
      d. If the exam is scheduled less than 14 days following the date of the request, the only changes that will be considered under normal circumstances are changes in the time of day of the exam. Exam dates will not be changed within 14 days of the scheduled exam, except in extraordinary circumstances (situations unlikely to reoccur and not within student control), and then only with the approval of the Vice Dean or designee.
      e. Class Officers will notify the class at the end of the survey period when the vote did not meet the above criteria for approval of a schedule change.
      f. When the recorded votes meet the above criteria, the Assistant Dean or designee from the Office of Academic Affairs will notify students and the course director of changes via email.

B. In the event of exam rescheduling due to school closure, the Assistant Dean of Academic Affairs or designee will consult with the course director and available class officers to establish a new exam date to occur as soon as possible upon reopening of school and to inform students and course directors via email of the results.

C. Course directors who want to reschedule an exam must obtain approval from the Assistant Dean of Academic Affairs or designee, who will consult the academic and exam schedule, class officers, and room availability when making a determination. No exams will be rescheduled less than 14 days from the date of the scheduled exam, without prior approval of the Vice Dean or designee.
EXAM SCORING AND ELECTRONIC DISTRIBUTION
Electronic distribution of student exam grades for didactic courses. Exam scores will be distributed via individual emails to the students through the Survey Monkey tool.

Beginning Fall 2011 exam grades will no longer be posted in the glass cabinet on the B-level and are not to be posted in departmental offices. This change is to protect student privacy.

New Process:
1) The Office of Academic Affairs will send the exam results to the course director via email in an Excel document.
2) Please review and make any necessary changes to the grades (curve, etc.) within the Excel document.
3) The final file is to be emailed to LaToia Taylor, the RSDM Registrar (latoia.taylor@rutgers.edu), who will distribute the grades to the students. We respectfully request electronic submission for both accurate record keeping and efficiency in distribution of exam scores. If you need assistance with Excel or grade submission, please contact us.

Additionally, we can distribute the exam key if desired. Upon request, text exam keys can be included in the emails to the student in lieu of posting the key in the glass cabinet. Please specify if you would like the key distributed when you submit the finalized exam grades to the Registrar.

ITEM ANALYSIS

Evaluating Test Items
➤ Goal of an Exam:
   ➤ Test the knowledge of the student based on the total amount of content that has been determined for that course
   ➤ Content Validity: There should be a valid correspondence between the content on the exam and what was learned in class.
   ➤ Incentive for the student to learn
   ➤ If you do not give a student an exam they might not spend the time to learn the content
   ➤ Discriminate between those who know the content and those who don’t
   ➤ Those who do not know the content should not score well on the exam

Exam Results
➤ Test result options
   ➤ Everyone gets 100% on the test.
      ➤ Either - Test is too easy; or Everyone learned everything required; or Teacher did a perfect job
   ➤ Everyone does very poorly on the test.
      ➤ Either - Test was too hard; Students never studied; Content on test was not taught in class; Teacher did a lousy job
   ➤ There are several challenges to questions.
      ➤ Either - Questions are poorly constructed; Questions discriminated very well
   ➤ There is a broad distribution/range of scores.
      ➤ Either - Questions discriminated well; Students were all confused; Test didn’t match learning content
Determine the Cause

On “Scantron” graded exams the following output is provided from Academic Affairs:

1. KR20 (.67) – The higher this number (.0 with a max of .9) the higher the internal consistency between test items. Taken by dividing the test in sections and comparing the sections for reliability.

2. Point Biserial (PB: higher is better -.9 to +.9). The relationship between the responders and the correct answer. Examines the upper 27% to the lower 27% percent. Example: In #35 the Point Biserial was .45 - 100% of the students who scored in the top 27% on this exam got this right. Of the 13 students who did not get this right, 60.87% were in the bottom 27% overall. This is an excellent question, and the choice “A” was an excellent distractor. The other non-distractors “C,D & E” did not get any takers.

<table>
<thead>
<tr>
<th>No.</th>
<th>Correct Group Responses</th>
<th>Point Biserial</th>
<th>Correct Answer</th>
<th>Response Frequencies</th>
<th>* Indicates correct answer</th>
<th>Non-Distractions</th>
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<tr>
<td>1</td>
<td>86.90% 93.65% 78.26% 0.12</td>
<td>B</td>
<td>11 *73 6 0 0</td>
<td>E</td>
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<tr>
<td>2</td>
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<td>E</td>
<td>0 6 0 0 *86</td>
<td>ACD</td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
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<td>C</td>
<td>1 1 *81 1 0</td>
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</tr>
<tr>
<td>5</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
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<td>*73 3 7 0</td>
<td>E</td>
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<td></td>
</tr>
<tr>
<td>7</td>
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<td>7 7 3 1 4</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
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<td>2 *78 1 3 0</td>
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<tr>
<td>9</td>
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<tr>
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<tr>
<td>11</td>
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<tr>
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<tr>
<td>23</td>
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<tr>
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<td>59.52% 69.57% 30.43% 0.32</td>
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<td>*50 33 1 0 0</td>
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<tr>
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<td>C</td>
<td>9 0 *75 0 0</td>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>98.81% 100.00% 95.65% 0.17</td>
<td>A</td>
<td>*83 1 0 0 0</td>
<td>E</td>
<td></td>
<td></td>
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<tr>
<td>29</td>
<td>92.86% 95.65% 86.96% 0.20</td>
<td>D</td>
<td>9 6 69 0 0</td>
<td>E</td>
<td></td>
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<tr>
<td>30</td>
<td>69.05% 73.91% 47.83% 0.25</td>
<td>C</td>
<td>32 6 *58 3 0</td>
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<tr>
<td>31</td>
<td>92.86% 100.00% 78.26% 0.31</td>
<td>D</td>
<td>1 0 5 *78 1</td>
<td>E</td>
<td></td>
<td></td>
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<tr>
<td>32</td>
<td>83.33% 86.96% 78.26% 0.16</td>
<td>D</td>
<td>13 1 8 *50 0</td>
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<td></td>
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<tr>
<td>33</td>
<td>91.67% 95.65% 82.61% 0.32</td>
<td>A</td>
<td>*77 1 6 0 0</td>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>71.43% 100.00% 51.17% 0.29</td>
<td>D</td>
<td>14 1 2 *60 7</td>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>84.52% 100.00% 60.87% 0.45</td>
<td>B</td>
<td>13 *71 0 0 0</td>
<td>E</td>
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</tr>
<tr>
<td>36</td>
<td>86.90% 100.00% 60.57% 0.42</td>
<td>E</td>
<td>6 4 0 1 *73 C</td>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>84.52% 95.65% 78.26% 0.16</td>
<td>E</td>
<td>1 1 6 2 *71 E</td>
<td>E</td>
<td></td>
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</tr>
<tr>
<td>38</td>
<td>98.81% 100.00% 95.65% 0.20</td>
<td>B</td>
<td>0 *83 1 0 0</td>
<td>E</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Question 2 has a .0 rating because everyone got it right. It has no discrimination value
4. Questions 11, 15, 19 etc. have invalid PB values because they have multiple answers. To evaluate these question look at the average correct for some information
5. Question 21 is somewhat weak (.09).
6. Generally – this is a fairly well constructed test.

On Moodle:

1. Discrimination index. Similar to the point biserial. Difference is it uses upper and lower 50% of test-takers rather than 27%
2. In order to see detailed results click on question name
3. To access on Moodle

<table>
<thead>
<tr>
<th>Q#</th>
<th>Question name</th>
<th>Attempts</th>
<th>Facility index</th>
<th>Standard deviation</th>
<th>Random guess score</th>
<th>Intended weight</th>
<th>Effective weight</th>
<th>Discrimination index</th>
<th>Discriminative efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Brachyfacial/brachycephalic and deep bite</td>
<td>02</td>
<td>96.78%</td>
<td>11.04%</td>
<td>25.00%</td>
<td>3.33%</td>
<td>2.23%</td>
<td>1.44%</td>
<td>3.81%</td>
</tr>
<tr>
<td>2</td>
<td>Convex Profile</td>
<td>02</td>
<td>96.78%</td>
<td>11.04%</td>
<td>25.00%</td>
<td>3.33%</td>
<td>2.23%</td>
<td>1.44%</td>
<td>3.81%</td>
</tr>
<tr>
<td>3</td>
<td>Dental Sac</td>
<td>02</td>
<td>100.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>3.33%</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Direction of growth</td>
<td>02</td>
<td>100.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>3.33%</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dolicofacial/dolicocephalic</td>
<td>02</td>
<td>100.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>3.33%</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Early mesial shift</td>
<td>02</td>
<td>100.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>3.33%</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>First pharyngeal arch</td>
<td>02</td>
<td>90.24%</td>
<td>29.85%</td>
<td>20.00%</td>
<td>3.33%</td>
<td>7.56%</td>
<td>21.60%</td>
<td>27.11%</td>
</tr>
<tr>
<td>8</td>
<td>Human face development</td>
<td>02</td>
<td>96.78%</td>
<td>11.04%</td>
<td>25.00%</td>
<td>3.33%</td>
<td>3.69%</td>
<td>19.91%</td>
<td>51.91%</td>
</tr>
<tr>
<td>9</td>
<td>Leeway space in lower arch</td>
<td>02</td>
<td>100.00%</td>
<td>0.00%</td>
<td>20.00%</td>
<td>3.33%</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Leeway Space refers to the difference between</td>
<td>02</td>
<td>97.56%</td>
<td>15.52%</td>
<td>20.00%</td>
<td>3.33%</td>
<td>4.79%</td>
<td>22.25%</td>
<td>40.00%</td>
</tr>
<tr>
<td>11</td>
<td>Neural tissues</td>
<td>02</td>
<td>96.34%</td>
<td>18.83%</td>
<td>50.00%</td>
<td>3.33%</td>
<td>5.28%</td>
<td>19.53%</td>
<td>33.54%</td>
</tr>
<tr>
<td>12</td>
<td>Permanent tooth bud</td>
<td>02</td>
<td>98.78%</td>
<td>11.04%</td>
<td>25.00%</td>
<td>3.33%</td>
<td>2.23%</td>
<td>1.44%</td>
<td>3.81%</td>
</tr>
<tr>
<td>13</td>
<td>primary canine occlusion</td>
<td>02</td>
<td>90.24%</td>
<td>29.85%</td>
<td>25.00%</td>
<td>3.33%</td>
<td>7.84%</td>
<td>25.48%</td>
<td>31.67%</td>
</tr>
</tbody>
</table>

FACULTY DEVELOPMENT SERIES
Below is the schedule of Faculty Development Lectures. Lectures are offered during lunch hour in Room B721 and lunch is provided for all faculty who sign in. CDE credit is also given. Most lectures are recorded and placed on the NJVID streaming video server for faculty to review. There is a broad range of topics. http://sdm.rutgers.edu/calendar/development.htm

FACULTY RETREATS
Faculty retreats, scheduled on an ad hoc basis, are important sources of information, guidance and resource sharing for faculty. All faculty are encouraged to attend and Course Directors are required to participate.
INSTRUCTION RECORDING POLICY
Audio, photographic, and video recording devices of any type may be utilized to record instruction only after permission of the instructor has been obtained and solely for the use permitted by the instructor. Failure by a student to comply with this policy may result in disciplinary action. For further policy concerning the use of recording devices within RSDM by faculty, staff or students, please see the RSDM Social Media Policy included in this Handbook.

INTERNATIONALLY EDUCATED DMD PROGRAM
The Internationally Educated DMD Program at the Rutgers School of Dental Medicine is designed to enable qualified dentists educated outside the United States or Canada to earn a Doctor of Dental Medicine (D.M.D.) degree following a special twenty-seven month didactic and clinical program.

INTERNATIONALLY EDUCATED DMD FACULTY PROGRAM
(Approved by Executive Council 5/19/04. Amended 2/9/11, 3/11/14, 9/17/18)

I. Introduction
Over the last decade, recruitment of exceptionally qualified faculty has become a significant challenge. In the United States, over 400 full time faculty positions are vacant. This shortage is due to the high demands placed on dental school faculty; the unusual comprehensive skill set required of an individual to be an expert clinician, outstanding educator and funded researcher; and the salary differential between private practice and full time academia. Many dental schools have addressed this challenge by recruiting internationally educated faculty.

II. Participants
The RSDM Internationally Educated DMD Faculty Program is intended for truly exceptional individuals who have an international DMD (or its equivalent) and have been identified by a RSDM Search Committee as the most qualified individual for a faculty position at the Rutgers School of Dental Medicine. This program would be offered only to select individuals who have been identified as essential faculty members at RBHS- RSDM. These individuals would typically bring to RBHS-RSDM unique abilities and skills which would enhance the reputation and stature of the University.

III. Eligibility
Only internationally educated dentists who have been recommended by an RSDM faculty search committee, and interviewed and recommended by RSDM’s Associate Dean for Admissions and admissions officers will be considered to be eligible for matriculation in the RSDM Internationally Educated DMD Faculty Program. Eligibility is contingent on approval for a faculty appointment by the RSDM Appointments and Promotions Committee and RBHS Faculty Affairs.

IV. Admissions Criteria and Procedures
RBHS-RSDM does not discriminate in admissions or access to its programs and activities on the basis of race/color, ethnicity, national origin, religion/creed, disability, age, marital status, sex, sexual orientation or veteran's status.

A candidate for the Rutgers School of Dental Medicine Internationally Educated DMD Faculty Program must be a graduate of an international dental school granting a B.D.S., D.D.S., D.M.D. degree or equivalent with a non-US license to practice. Candidates must provide official copies of all transcripts from all schools (colleges, universities, and dental schools) attended, in addition to official copies of diplomas and/or degrees, and/or dental specialty certificates from the applicant’s dental school and a license to practice dentistry. Transcripts in languages other than English must be translated by a certified translator. All transcripts from any school outside of the
United States of America or Canada must be evaluated by a foreign academic credentialing services selected by Rutgers School of Dental Medicine (e.g., World Education Services).

In lieu of the normal 8 semester hours of biology, 8 semester hours of inorganic chemistry, 8 semester hours of organic chemistry, 8 semester hours of physics and electives sufficient to complete two full years of college level study, candidates must have the equivalent of a DMD degree. Candidates must have a passing score on the National Boards Part I and Part II or the Intergraded National Board Dental Examination. The DAT examination will not be required. The TOEFL examination will be required on a case by case basis. The TOEFL score will be considered in combination with the applicant's demonstration of fluency in English during the application process.

Applications to the RSDM Internationally Educated DMD Faculty Program are provided by and submitted directly to the Rutgers School of Dental Medicine Office of Admissions. Applications will be accepted throughout the year and will be reviewed and voted upon by the RSDM Admissions Committee.

Each candidate must submit with his/her application at least three letters of recommendation:

- One letter must be from the Chairperson of the department in which the candidate will have his/her primary academic appointment. The Chairperson’s letter of recommendation must include a copy of the recommendation letter for faculty appointment through the RSDM Appointments and Promotions Committee.
- Two letters from recognized faculty in the candidate's field.

Candidates for the program will not be accepted without an in-person interview by the Associate Dean for Admissions and/or designated admissions committee member(s).

All candidates will be informed in writing of the action taken on their applications. The time for sending acceptance or rejection notices will be at the discretion of the Admissions Committee.

Acceptance and matriculation at RBHS are contingent upon the continued mental and physical well-being of the participant sufficient to demonstrate the participant's ability to successfully complete the program of study. Each candidate for admission must certify that they are able to perform the "Essential Functions for Admission and Matriculation" for the Rutgers School of Dental Medicine. In order to determine the participant's standing, the school reserves the right to require a participant to undergo a mental and physical examination to evaluate fitness for continued studies after acceptance and throughout the participants' matriculation at the school.

All candidates must comply with the requirements of RBHS Policy and Procedure 0001-25-40:00, Student Immunizations & Health Requirements, and all other policies, procedures and rules related to participation in the academic program, except as specifically set forth in this program document. Candidates will also have to comply with a criminal background check and the results must be deemed acceptable to RBHS.

V. Curriculum

The goal of the curriculum of the RSDM Internationally Educated DMD Faculty Program is to ensure that internationally educated faculty have achieved at least the same level of competency in general dentistry as required of students in the traditional DMD program. Thus graduates of the RSDM Internationally Educated DMD Faculty Program will be prepared as general practitioners who are able to manage the oral health care of the public and be able to serve as clinical faculty at the Rutgers School of Dental Medicine.
To accomplish this goal, graduates must understand the interrelationship of the biological, physical, clinical and behavioral sciences in order to practice effectively in three overlapping areas of professional responsibility:

A. Comprehensive Patient Care

1. Diagnosis and Treatment Planning. The graduate will be able to diagnose conditions of the oral cavity and its related structures. The graduate also will be able to develop a logical treatment plan for the prevention and treatment of oral conditions so that each patient can be maintained in, or restored to, a healthy, functioning aesthetic condition.

2. Delivery of Therapeutic Procedures. The graduate will be able to perform competently state-of-the-art preventive and therapeutic procedures which are used by general dentists in the treatment of patients. Since the practice of dentistry is constantly changing, the curriculum emphasizes the learning of general concepts as well as specific techniques. The graduate should be able to delegate and evaluate treatment using currently accepted methods. The graduate also will be able to manage patients and auxiliaries in various practice settings.

3. Care of the Whole Patient. The graduate will be able to understand and recognize the medical and/or socioeconomic problems which may influence or result from dental treatment. The graduate will be able to manage the manifestations of these problems as they affect or are affected by dental treatment.

B. Participation in Community Dental Programs

As a member of the health team, the graduate will be able to assess community dental health problems and play an active role in the solution of such problems.

C. Continuation of Professional Development

The graduate will be able to evaluate the dental literature in order to benefit from recent research and apply this information to dental practice. The graduate will be a continual learner who acquires new knowledge and skills through continuing education and participation in organized dentistry.

Upon acceptance into the RSDM Internationally Educated DMD Faculty Program, the participant will meet with each Department Chairperson to develop a curriculum which is tailored to the training and qualifications of the participant.

**Didactic Curriculum:** At the discretion of each Department Chairperson, a participant in the RSDM Internationally Educated DMD Faculty Program must demonstrate a level of didactic competency in all disciplines at least equal to that required of other dental students at RBHS-RSDM. This can be accomplished by reviewing the candidate's original dental school records, records of specialty training or National Board scores or by testing.

**Preclinical Curriculum:** At the discretion of each Department Chairperson, a participant in the RSDM Internationally Educated DMD Faculty Program must demonstrate a level of preclinical competency in all disciplines at least equal to that required of other dental students at RBHS-RSDM. This can be accomplished by reviewing the candidate's original dental school records, records of specialty training or by testing.
Clinical Curriculum: At the discretion of each Department Chairperson, a participant in the RSDM Internationally Educated DMD Faculty Program must demonstrate a level of clinical competency in all disciplines at least equal to that required of other dental students at RBHS-RSDM. This can be accomplished by reviewing the candidates’ original dental school records, records of specialty training or by the candidate’s demonstration of clinical skills. At minimum, a participant in the Internationally Educated DMD Faculty Program will be required to pass all clinical competency examinations required by students in the traditional DMD program and pass the school’s mock written and clinical CDCA examinations as required for traditional DMD students. In a department where the applicant has received a specialty certificate, the Department Chairperson may make the decision that the applicant is exempt from specific competencies related to that specialty.

Before beginning any coursework, the RSDM Registrar and the Office for Academic Affairs must receive documentation from each Chairperson which will indicate courses which have been waived, courses which the participant has modified requirements and courses which must be completed in full. Appendix 1 contains a form which may be used for this documentation.

Waived courses will have a grade entry of "EXT" (exempt) on the transcript. Modified courses (i.e. course in which the candidate must challenge the clinical competency exams but has not been asked to complete all requirements) will have a final grade of "P" (pass) entered on the transcript. For all other courses the candidate will be evaluated along normal grading guidelines with a final letter grade entered on the transcript. The participant will NOT be ranked.

VI. Requirements for the DMD Degree
The degree of Doctor of Dental Medicine (D.M.D.) will be conferred upon the participant enrolled in the RSDM Internationally Educated DMD Faculty Program who has met the following requirements:

1. Regular attendance as defined in the RSDM attendance policy for the prescribed courses and clinical sessions required of the participant enrolled in the RSDM Internationally Educated DMD Faculty Program.
2. The RSDM Internationally Educated DMD Faculty Program will be at least two years in length.
3. Waiver of or satisfactory completion of curricular requirements in the didactic, preclinical and clinical courses.
4. Adherence to high standards of moral and professional conduct and compliance with all RSDM and university bylaws, policies and procedures.
5. Payment of all financial obligations, including dental store debts; (After a specified date in April, only cashier’s checks, certified checks or money orders will be accepted.)
6. Return of all loan equipment, patient charts, gold, etc. to the dental school;
7. Completion of all required activities indicating achievement of the knowledge and skills of our DMD curriculum equivalent to 4 years of study within five (5) academic years after first enrollment in the program.
8. Only those participants who have completed all of the above requirements by May 31 will receive a diploma with the published commencement date. Those completing after May 31 will receive a diploma with the date on which they have completed all requirements.

VII. Commitment to RSDM after Completion of the DMD Program

RSDM internationally educated faculty who apply and are accepted into the RSDM Internationally Educated Faculty DMD Program ("the Program") shall enter into a written agreement with RSDM prior to the commencement of the Program. This written agreement is binding and shall set forth in detail the terms and conditions of the individual faculty member’s educational and financial responsibilities to RSDM during the pendency of the Program and thereafter. Furthermore, in consideration for the participant accepting the offer of tuition
remission during the course of the Program, the written agreement shall include in all cases a commitment by the individual faculty member to spend at least four (4) years as a full-time faculty member at RSDM upon his/her successful completion of the Program and the award of his/her DMD degree.

It shall be considered a breach of this written agreement if a faculty member who has graduated from the Program does not complete the mandatory 4-year term of service, unless the faculty member is able to demonstrate extraordinary circumstances to the satisfactions of the RSDM. Dismissal or non-renewal of faculty appointment, including for poor performance, for any reason other than elimination of a faculty position by RBHS/RSDM is considered a breach of contract.

A faculty member who chooses to terminate employment with RSDM prior to completion of the four year term is considered to have breached the contract. As a consequence of said breach, the faculty member shall agree that he/she shall be responsible for reimbursing RSDM the cost of their dental education. He/she will be required to reimburse RSDM for four (4) years full tuition and fees. This amount shall be calculated at the time of dismissal based on where he/she had been residing and for how long he/she had been residing there, during the period of his/her matriculation.

In the event of a breach of this binding agreement and subsequent court action, the RSDM will seek attorneys’ fees and costs from the breaching participant.

LETTERS OF RECOMMENDATION

Any member of the faculty or administration may be asked by students to provide letters of recommendation. Composite recommendations for students applying to residencies and postgraduate programs are sent from the Office of Academic Affairs.

If a faculty member agrees to provide a recommendation for a student, the letters of recommendation must be fair, accurate and based on the student’s performance throughout his/her RSDM enrollment, especially in academic areas related to the position sought by the student. Faculty are urged to consult the Office of Student Affairs prior to composing letters of recommendation to ascertain whether the student’s records indicate information that should be included in the content of the letter. Although recommendation letters are largely based on the faculty member’s individual observations of the student’s performance, they should also aim to describe the student’s total contribution within RSDM.

For example, a letter for a student with multiple disciplinary infractions may be incomplete and misleading, if the faculty member is unaware of the discipline. Likewise, a student who may not have performed optimally in the faculty member’s course, may have substantially contributed in areas such as community service, student government, etc.

LIBRARY - THE GEORGE F. SMITH LIBRARY OF THE HEALTH SCIENCES

Home page: http://www.libraries.rutgers.edu/smith

The George F. Smith Library of the Health Sciences offers a wealth of resources for scholarly and research activities. In addition to extensive online journals, databases and search engines, the library offers invaluable personal assistance by library staff expert in research and writing tools. The library offers in-person workshops on various software tools, such as bibliography software (e.g. Endnote), scientific databases (e.g. Medline) and use of video and image databases. Please review the library
MASTER EDUCATOR’S GUILD
http://meg.rbhs.rutgers.edu

Purpose of the Guild:
The purpose of the Master Educator Guild is to recognize and promote excellence in the fulfillment of the University's educational mission to contribute to educational scholarship research and to develop innovative methods of teaching.

Process:
Faculty may be nominated annually by each school for induction into the Master Educators’ Guild based on specific criteria. Only one candidate may be nominated per school per year, but Deans/Schools are not obligated to nominate a candidate on an annual basis. Master Educators Review Committee (MERC) will be convened by each school. In RSDM, this committee is supported by the Office for Academic Affairs. The committee will consider those candidates recommended by students and/or colleagues and have completed the supporting documentation and for those that meet the criteria, the candidate is interviewed by the MERC. The committee’s responsibility is to determine if any of the candidates fit the criteria for MEG Induction and only one name will be forwarded to the RSDM Dean who determines if they wish to forward the name to the university-wide committee.

NATIONAL BOARD DENTAL EXAM POLICY

The National Board Dental Examinations provide standardized methods by which each state assesses whether students are competent to begin the independent practice of dentistry. Therefore, all students are required to take and pass both Part I and Part II of the National Dental Board Examinations, administered by the Council of the National Board of Dental Examiners of the ADA. More information, including an application, is at http://www.ada.org/110.aspx

(Approved by Executive Council 5/31/06. Amended 4/6/16, 5/12/18)

The National Board Dental Examinations provide standardized methods by which states assess whether students are competent to begin the independent practice of dentistry. All students are required to take and successfully complete both Part I and Part II of the National Dental Board Examinations, administered by the Council of the National Board of Dental Examiners of the ADA in order to successfully complete the RSDM curriculum. More information, including an application, is at http://www.ada.org/110.aspx

Eligibility for the National Boards is certified by the Office of Academic Affairs. Under the regulations of the Council of the National Board of Dental Examiners, a student must have received a passing grade in the courses that are covered on the Board examinations.

Part I covers anatomic sciences, biochemistry/physiology, microbiology/pathology and dental anatomy/occlusion. A student must have successfully completed all portions of Part I before being eligible to take Part II.

Part I Policies
1. Students who pass all Part I required courses are eligible to take the examination at the conclusion of the fall trimester of the second academic year. They are required to challenge the examination by the end of January following the fall trimester of the second academic year. The examination is administered only as a computer version at Prometric Centers.
2. Students are required to pass the Part I examination in order to enter the fall trimester of the third academic year. Students who do not pass the Part I examination may attend the clinic orientation at the end of the second year and beginning of third year but may not engage in any clinic
activities, including, but not limited to manikin practice, or patient care (Approved by Executive Council 5/4/11).

3. Students who fail to challenge the examination by the end of January will be suspended and required to repeat the entire second academic year, unless the Student Academic Performance Committee determines that a student’s presentation of extenuating circumstances warrants approval to continue in the curriculum. Challenging the examination by the end of January allows a student two additional opportunities to retake and pass the examination prior to the start of the third year. Students who fail the examination three times will be automatically dismissed from the dental school.

4. Students who fail Systemic Pathology in the fall trimester of their second year must remediate the failure, if permitted by the SAPC, during the summer remediation period (July). If remediation is successful, these students must challenge the board examination by August 15 and pass the examination in order to continue in the fall trimester of the third year (results are available by September 15). Students who do not pass the examination by September of their third year will be suspended from school and be required to join the succeeding class one year later if they successfully pass the examination.

Part II covers operative dentistry, pharmacology, prosthodontics, oral and maxillofacial surgery/pain control, orthodontics/pediatric dentistry, endodontics, periodontics, oral pathology/radiology, behavioral science and public health.

Part II Policies

1. Students are required to pass the Part II examination prior to graduation and receipt of the doctoral degree.

2. Students are eligible to take the Part II examination after successfully passing all year 3 courses and promoted to the fourth year by SAPC. Students are encouraged to take the examination as soon as possible preferably during the time before the start of year 4 or the following the fall trimester. The examination is administered only as a computer version at Prometric Centers.

A STUDENT MUST SUCCESSFULLY COMPLETE PART II AS A REQUIREMENT FOR GRADUATION.

In the event a student does not pass Part II prior to graduation, the following options are available to the student:

1. A fourth year student who fails Part II on the first attempt is eligible for tutorial assistance. Details on tutorial assistance are available from the Office of Student Affairs.

2. A fourth year student who has not successfully passed Part II prior to graduation is eligible to participate in a voluntary study program after completion of the fourth year. The student may select from one of the following options (change to another option is not possible once the study program has begun):

   OPTION 1

   The student will maintain matriculation at RSDM, paying a $50 “maintaining matriculation” fee and independently prepare for the next offering of the examination.

   The student will be permitted to participate in the Commencement ceremony. The diploma will be awarded upon successful completion of Part II. The student will remain in this status until official notification of passing of the examination.

   OPTION 2
A program application (available from the Office of Academic Affairs) must be completed and approved by the Dean within the Office for Academic Affairs.

The student will become a part-time student, pay a pro-rated tuition and be encouraged to audit any third and fourth year fall trimester didactic courses. The student is eligible for tutorial assistance and financial aid and must secure an academic advisor.

The study program will begin no earlier than the beginning of the summer session following graduation and will be indicated on the student’s transcript as a “special study” course. Grading will be pass/fail based on compliance with the policies and procedures of the program and on the outcome of the next taking of Part II.

The program will end upon official notification from the Council of the National Board of Dental Examiners that the student has successfully passed Part II.

The student participating in the study program will be permitted to participate in the Commencement ceremony (without receiving a diploma). The diploma will be awarded upon successful completion of Part II.

The student has a maximum of one year from the date of enrollment in the program to pass the examination. If the student fails to pass the examination within the one-year time limit, the student will be permitted to enter Option 1 listed above. Option 2 will not be available.

Further information on this program, including an application, is available from the Office of Academic Affairs.

PEDAGOGICAL SUPPORT SERVICES
Rutgers School of Dental Medicine provides pedagogical support for faculty through various forums. The following meetings are coordinated by the Office of Academic Affairs. Meetings are announced via email.

- Faculty Development Meetings
- Course Director Meetings
- Course Director Orientation Meetings

PROCTORING POLICY
(Approved by RSDM Executive Council, July 8, 2015)

I. Purpose
The students and faculty of Rutgers School of Dental Medicine (RSDM) are obligated to observe a high standard of integrity and honesty. This is necessary in order to safeguard the quality of RSDM education, fairness in grading, the integrity of the dental profession and the public’s trust, both now and into the future.

Recognizing the importance of integrity and honesty, students and faculty of RSDM mutually assume responsibility for fostering and maintaining a climate of honesty and must uphold the ethical standards of the institution and the profession. Toward that end, this policy serves to standardize the administration and proctoring of examinations. It was developed with input from course directors, faculty and students and is intended to promote an environment in which the opportunity for a breach in academic integrity is minimized to the greatest extent possible.

II. Definitions
An examination refers to a formal test of a student’s knowledge or proficiency in a particular subject or skill that is intended to assess the student’s own work. Proctoring is a means of monitoring the testing environment in order to insure the exam reflects the work of the individual being tested without unauthorized assistance. Proctoring protects the integrity of the exam and the testing process.
III. Responsibilities of course directors:
   a. Include the following statement in the course syllabus and on each examination. “I affirm that I have neither given nor received unauthorized assistance on this examination and that I have complied with the *Code of Professional Conduct and Ethics* contained in the current Rutgers School of Dental Medicine Student Handbook.”
   b. Arrange one large room or two examination rooms, if appropriate, in order to seat students as far apart as possible (e.g. every other chair). The Office of Academic Affairs will assist in scheduling the rooms.
   c. Distribute multiple versions of the examination, so that students seated near each other have different versions.
   d. Arrange to have at least two proctors monitoring each examination room. If enough departmental proctors are not available, the department should arrange for additional proctors, either faculty members from other departments, or staff when sufficient numbers of faculty are not available. In emergency situations, staff assigned by the Office of Academic Affairs may proctor. An emergency situation is defined as a scheduled proctor unable to attend at the last minute due to an emergency.
   e. Require that all student materials (books, backpacks, electronic devices etc.) be placed in the front of the room prior to the start of the examination.
   f. Allow only one student at a time to leave the room to use the washroom. Limit the amount of time allowed (i.e., 5 minutes).
   g. Prohibit the use of any electronic devices (except devices previously approved for medical reasons or as instructed for administration of electronic exams).
   h. Take responsibility for academic integrity in the classroom. Report dishonest behavior to the department chair and Vice Dean immediately.

IV. Responsibilities of Proctors:
   a. Focus on the task at hand.
   b. Do not read personal items or use personal devices during the examination.
   c. Do not talk to colleagues during the examination, unless it is related to the examination.
   d. Position yourself strategically in the room – do not remain in the front or in the back of the room the entire time, but move around periodically.
   e. Do not leave the room unless absolutely necessary.
   f. Take responsibility for academic integrity in the examination room. Report dishonest behavior to the course director immediately.
   g. Do not allow questions during the examination (unless it is a technical question in a computer based exam; see below), unless you are going to share what is discussed with the entire class, including students receiving accommodations– this is to ensure that no student receives or appears to receive an unfair advantage.
   h. If appropriate, require students to change seats during the examination in order to address questionable behavior during the examination.
   i. Consider changing student seating by rows or sections immediately prior to commencing the exam to prevent pre-planned student cooperation.

V. Responsibilities of Students:
   a. Attest to your agreement to the following statement on each examination. “I affirm that I have neither given nor received unauthorized assistance on this examination and that I have complied with the *Code of Professional Conduct and Ethics* contained in the current Rutgers School of Dental Medicine Student Handbook.”
   b. Take responsibility for academic integrity in the classroom – report dishonest behavior to the course director immediately.
   c. Do not ask questions once the examination has started unless they relate to a typographical error or technical problem (for electronic exams).
   d. Cooperate with the course director and proctors during the administration of the examination – follow all instructions.
e. Report any problems with examination proctoring to the course director immediately.

f. Students should not have any electronic device on their person or nearby (except as previously approved for medical reasons and for electronic exams).

g. If you are late for an examination, be considerate of others in the classroom – be quiet when entering and do not disturb others taking the examination.

VI. Guidelines for Exams Given on Moodle:
   a. Proctors should walk to locations that will allow them to view students’ computer screens.
   b. Proctors should call the Office of Academic Affairs for assistance if there is a technical issue with Moodle or other electronic format.
   c. iPads or cell phones may not be used to take Moodle exams; they are not supported.

RELIGIOUS HOLY DAYS
Each year the Office of Academic Affairs circulates a calendar of religious holy days when some students are not in school and cannot take examinations. For your information, please note the holy days listed below, when examinations, special events or important activities should not be scheduled.

This list does not include all religious or cultural Holy Days; such a list is available on the university website. This list includes only those days when students may be absent from school because of religious observance. Annually the Office for Academic Affairs will distribute the dates of these observances so that course directors are aware and able to scheduled exams accordingly.

- Eid Al Fitr
- Rosh Hashanah
- Yom Kippur & Eid Al-Adha
- Sukkot
- Shemini Atzeret/Simchat Torah
- Diwali Day
- Passover
- Shavuot

REMEDICATION PROCEDURES
Under certain circumstances, students whose performance has not been satisfactory may be allowed by the Student Academic Performance Committee (SAPC) to remediate in order to successfully complete a course. Please refer to the RSDM Student Handbook or consult the Office of Academic Affairs for remediation procedures in various situations. Included below are selected provisions from the Student Handbook, illustrating the application of remediation rules:

SATISFACTORY ACADEMIC PROGRESS
“A student who does not satisfactorily complete all course requirements may be permitted to remediate based on the recommendation of the SAPC. This remediation includes F (Failure), D (Unacceptable) and I (Incomplete) grades. The D grade and the F grade must be remediated or repeated. The D/C or F/C is awarded after reexamination in a didactic or preclinical laboratory course or after remediation or completion of deficient requirements in a clinical course. The new grade is recorded on the transcript in addition to the previous grade. When an F or D grade is remediated, the highest grade attainable is C. Students receiving a grade of “F” in a course (a numerical grade value of 60-64) will remediate if allowed by the SAPC after considering the student’s overall academic performance. Students receiving a grade of “FR” in a course (a numerical 83 value of 59 and below) will repeat the course if allowed by the SAPC after considering the student’s overall academic performance.”

PERMIT THE STUDENT TO REMEDIATE F AND/OR D GRADES
All remedial course work for first, second and third year students will occur in the summer remediation session, except when the decision is to repeat the entire academic year. Remediation of fourth year didactic courses will occur during the academic year. A student receiving any D or F grade in the fall and/or winter trimester may be permitted to continue into the subsequent trimester at the discretion of the SAPC. No student will be allowed to progress to a subsequent year with an incomplete, unacceptable or failing
grade on the permanent academic record. Second year students who have an incomplete, D or F grade at the end of the spring trimester will not be allowed to enter the mandatory summer clinic while remediating unless approved the Senior Associate Dean for Clinical Affairs and the respective department chair in which the remediation activities are occurring. A student who receives a D or F grade in a course at the end of a trimester or an academic year and for whom the department has recommended remediation and the remediation requirement has been approved by the SAPC will be notified in writing by the Vice Dean. The department will indicate the remedial course work that will be required prior to the next academic year.

SCHOLARSHIP CIRCLES
One of the responsibilities of the Office of Academic Affairs is faculty development, therefore, the idea of the “Scholarship Circle” was developed to form groups of faculty along with seasoned published scholars within the institution to commit to working as a team to conduct research and publish. Currently, Rutgers School of Dental Medicine (RSDM) has three teams comprised of six faculty each. The participants formed their own team, or become part of a randomly assigned team. Each team has a leader working with the Office of Academic Affairs. The team leaders provide the necessary support to the team through their own knowledge and experience or by recruiting outside help for the team. For instance, the RBHS library was engaged to create workshops for the participants on systematic literature review, database searching and using bibliographic tools. For example, a computer lab is used to access our IRB website. Participants learn to utilize the IRB system by entering information “live” in a group setting. Writing and editing of papers is also done via online collaboration. Each group develops their own protocols, work plans and deadlines. Authorship is decided within each group. One group decided that they would write 6 papers and rotate first authorship. Another group decided to write three papers and have two authors per paper. If you would like to form a group or join an existing group please contact the Assistant Dean for Academic Affairs.

SELECTIVE/ELECTIVE PROGRAM
The Selective/Elective courses constitute a portion of the teaching program during the fourth year at RSDM. The aim of this program is to allow the student the opportunity to structure and enhance a segment of the fourth year curriculum. The grading system for selective and elective courses is pass or no entry. If the student fails to complete the criteria, no entry will be made or credit given. The credit time must then be made up by taking another selective or elective course of equivalent value.

Selectives
The selective courses are offered to senior students during regular lecture hours. Students are required to complete selectives totaling sixty hours by the end of the fourth year spring trimester. Additional hours may be taken if the student's schedule permits.

Electives
Elective courses are offered during regular clinic hours. Students registering for electives which require clinic time must obtain a release from clinic from the Associate Dean for Clinical Affairs. Since the students taking these courses are exempt from required clinic time, these courses are limited to students in good standing. (Good standing is defined as maintaining a 2.000 grade point average with no failures or unsatisfactory performance reports.) If an elective course is oversubscribed, the department chair involved will select the candidates from the list provided. Students may earn up to 20 percent (12 hours) of selective credit by participating in elective courses.

Selective Elective Flow Chart
For new courses or changes to existing courses (see approval process below):
1. send course director selective-elective program format page
2. syllabus format page/ selective elective description information page
3. existing course/new course preliminary approval form
   (check the preliminary approval and date)
   a.. get approval form back, signed by department chair

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b. if okay, send to Senior Associate Dean for signature
4. send to Curriculum Committee (CC) for signature from chair
5. receive with signatures
6. send to registrar for scheduling and/or new course ID number
7. update webpage with format page
8. file approval or preliminary approval page with Academic Affairs
9. for new course (preliminary approved) needs successful review and sent back to CC for full approval

Management of courses (May-June)
1. print web page of course descriptions
2. get schedule from registrar
3. contact each CD for changes and if they are repeating the course / send self-evaluation form
4. give list to registrar for soliciting students and scheduling (July)

OVERVIEW OF APPROVAL PROCESS:

Application forms for approval of new or revised courses are sent to and completed by the Course Director. Pertinent course materials are compiled and the course is self-evaluated by the Course Director using the Course Review Check-List.

The check-list with supporting documents, are reviewed and signed by the Department Chairperson and submitted to the Office of Academic Affairs.

Should any document be missing or incomplete, the Course Director will be notified in writing of omissions and request that they be rectified prior to submission to the Committee. When documentation is judged complete, the Vice Dean reviews and signs the form and Academic Affairs forwards the materials to the Curriculum Committee. The Committee reviews all materials submitted and recommends the following actions:

A. For Course Revision:
   1. Approval – All essential criteria met.
   2. Non-Approval – One or more essential criteria not met.

B. For New Courses:
   1. Preliminary Approval – All essential criteria met; full approval not given until course has been offered and appropriate feedback is collected and evaluated; summary documentation and revisions, if applicable, are required prior to next planned offering.
   2. Non-Approval – One or more essential criteria not met.

A permanent file is kept for each course in the Office of Academic Affairs.

STUDENT ACADEMIC PERFORMANCE COMMITTEE (SAPC)
The Student Academic Performance Committee is responsible for recommending policy to the Executive Council relating to the academic and professional performance and progress of students. It meets regularly to review student's performance and make recommendations for academic action. The committee develops, maintains and upholds the academic regulations for the school. The SAPC will determine whether any academic action is necessary, including remediation and placement in the Five Year Plan, and the student will be informed of such, in writing, by the Vice Dean, or their designee.
CLINICAL AFFAIRS

The Office for Clinical Affairs is responsible for the daily operational activities of the clinical programs, as well as policies and procedures for ensuring the effective and efficient operation of the school's clinics. The Office for Clinical Affairs works collaboratively with administration and department chairs to improve the school's academic and clinical programs.
Contact Information:  http://sdm.rutgers.edu/about/admin_clinical-affairs.htm

EXTRAMURAL PROGRAMS

RSDM aims to ensure that all individuals, particularly those living in traditionally underserved areas, have access to high-quality health care regardless of their cultural or ethnic background or ability to pay. RSDM offers dental clinic services in various locations throughout New Jersey. The extramural clinics provide a full range of oral health services while training the next generation of dentists.
Contact Information:  http://sdm.rutgers.edu/about/admin_extramural.htm

FACILITY ADMINISTRATION

The Office of Facility Administration is responsible for the operational aspects of the Dental School Facilities, preclinical services, dental mechanical services, and space planning and assessment. It serves the dental school as the focus of capital improvement and renovation projects. In addition, this office serves as a liaison with RBHS Central Administration departments, i.e., Physical Plant, Public Safety, Purchasing and Housekeeping.
Contact Information:  973-972-1965  http://sdm.rutgers.edu/about/admin_facility.htm

CLINIC MANUAL

The RSDM Clinic Manual details the rules and regulations of the clinic, patient services information, and Infection Control, Medical Emergency and Safety Protocols. Access to the Clinic Manual is available on all clinic PCs through the Clinical Links Page.

CLINICAL CARE

Patient-Centered Care

Rutgers School of Dental Medicine (RSDM) greatly appreciates its patient base and strives to deliver oral healthcare in a manner that highlights the importance of our clinicians, staff and patients working together to produce the best possible outcomes. RSDM's Patient-Centered Care is the delivery of comprehensive healthcare that incorporates communication, caring, collaboration, and the patients’ needs and preferences into the dental healthcare provider(s) planning, delivery, and evaluation of their oral health care. It ensures that the patient is an active member of the treatment process. RSDM's Patient-Centered Care Philosophy includes:

- Communication- open communication between the patient and the student, faculty, and staff
- Empathy- caring, considerate, attentive providers
- Needs Assessment- total needs evaluated resulting in an organized, systematic treatment plan
- Team- collaboration with dental specialists and other health care providers
- Education- education for patients as an integral aspect of care
- Respect- respect for patient's values and preferences
- Evidence- integration of evidence and research in clinical decisions and treatments
- Decision Making- collaborative decision making between the dentist and the patient
This **centered** framework highlights RSDM’s commitment to patient-centered care that is ultimately respectful and responsive to the needs of each individual patient. The Patients’ Rights and Responsibilities document illustrates the Patient-Centered Care philosophy and transforms this vision into practice.

http://sdm.rutgers.edu/patients/english.htm  
http://sdm.rutgers.edu/patients/spanish.htm

Comprehensive Care
Comprehensive Patient Care is an interdisciplinary approach to patient treatment that combines general dentistry, the interrelated dental specialties and other health professional resources to meet the total oral health care needs of the patient.

Patient-Centered Comprehensive Care System
The RSDM Patient-Centered Comprehensive Care System (PCCCS) is a model of healthcare delivery which meets the total oral health needs of the patient while emphasizing the patient as the central focus of this organized system of care. It is intended to maintain a responsive, inter-professional educational environment characterized by positive interpersonal relationships among patients, faculty, students, staff and administration. RSDM strives to deliver care consistent with the highest standards bridging all clinical disciplines and specialties. RSDM sustains a continuous quality improvement program to ensure that these goals are being met. The Patient Care Quality Assurance Committee actively reviews and analyzes four operational components: Patient Record Reviews, Final Case Reviews, Patient Satisfaction Surveys and tracking of our Standards of Patient Care, to monitor effectiveness in the delivery of Patient-Centered Comprehensive Care.

RSDM provides its patients with in-house access to all dental specialties and sub-specialties. Faculty, students, and patients interact in formulating a diagnosis, developing treatment plans, delivering treatment and maintaining patients’ health while integrating social, ethical and humanitarian philosophies in the delivery of patient care. In the Undergraduate clinic, the Patient-Centered Comprehensive Care System is achieved utilizing the Group Practice Model.

Group Practice Model
The Group Practice Model is the clinical structure in the RSDM Undergraduate clinics that allows a group of students, faculty, and staff to work together as a simulated private group practice. This model provides patients with designated students, faculty, and staff who will follow the patient through their comprehensive care journey.

Group Practice Team
The Undergraduate clinics are divided into four group practices, each of which functions as a team and consists of:

- **Group Practice Administrator (GPA)** - The GPA monitors student progress on a regular basis to ensure an appropriate mix of patients, clinical progress in completion of patient treatment procedures, and management skills related to delivery of patient care.

- **Dental Care Coordinator (DCC)** - The DCC complements the GPA in assisting students with the daily administrative tasks associated with clinic. The DCCs help facilitate the patient-centered comprehensive care system through scheduling, administrative processing, and assisting patients as they negotiate their treatment.

- **Clinical faculty** representing Periodontics, Fixed Prosthodontics, Endodontics, Removable Prosthodontics, Operative Dentistry, Treatment Planning, and Prevention

- **Undergraduate Dental Students** - Clinical delivery of patient care is the primary responsibility of the assigned undergraduate dental student.

Student Clinic Sessions
For the undergraduate clinic, there are two clinical sessions per day, from 10am-1pm and 2-5pm. Students treat patients in one of two settings, open clinic and closed clinic. Open clinic refers to interdisciplinary clinical treatment within the group practice. Students are only permitted to treat patients who are assigned to them by their Group Practice Administrator. For closed clinic, students rotate through various dental specialties, including but not limited to Oral Surgery, Pediatric Dentistry, Orthodontics,
Radiology, Emergency and our Special Care Treatment Center on a daily and/or weekly basis throughout the year. Assignments for closed clinics are organized through the Office for Clinical Affairs.

**EMERGENCY DENTAL CARE**

Emergency dental care is offered to patients during regular business hours and after-hours, weekends, and holidays. Patients experiencing a dental emergency are routinely treated either within the undergraduate (UG) clinic group practice, postgraduate (PG) area, or the Emergency clinic based on their current assignment status. Patients who are experiencing an emergency after business hours are instructed to call the Answering Service for Rutgers School of Dental Medicine at (973)972-0003. The answering service will contact the resident-on-call and once briefed, the resident-on-call will contact the patient to triage the emergency and offer treatment recommendations.

**PATIENT ACCOMODATIONS**

**Auxiliary Services for Deaf and Hard of Hearing Patients**

RSDM provides translation services via a Certified Sign Language Translator or via video conferencing as necessary for the effective communication for patients who are deaf or hard of hearing. Scheduled Translation Service can be requested through the Office for Clinical Affairs with advance notice. Immediate Translation Service utilizing the “Deaf-Talk Machine” (video interpreting system which relies on wireless connection) can be utilized in the event translation service cannot be scheduled. This machine is stored in the Office for Clinical Affairs. Proper documentation, i.e. a treatment note in the patient’s chart is required and should include the type of interpreter service offered and utilized.

**VERBAL LANGUAGE INTERPRETATION**

RSDM provides interpretive verbal language services via phone for the effective communication when patients or their parents or legal guardians are not proficient in the English language to communicate effectively with faculty, staff and students. Clinical Affairs provides this service for the Undergraduate clinic. For the Postgraduate areas, each department is responsible for maintaining this service for its residents and faculty. A treatment note is required in the patient’s dental record if these services are utilized.

**RECORD AND RADIOGRAPH DUPLICATION**

Patients may receive copies of records and/or radiographs upon written request in the Office for Clinical Affairs. Written authorization from the patient or legal guardian must be obtained using the *Authorization for Release of Information* form. A fee may be charged for copies of patient records in accordance with New Jersey State law.

**SCREENING**

The screening appointment consists of a medical history review, screening examination, and dental x-rays. The screening doctor determines initial patient assignment: UG, PG, or non-clinical. Patients are routinely assigned to the UG clinic. However, there are certain circumstances that require patient assignment to a more specialized department or area. If the patient rejects the referral or is deemed non-clinical, a refund of the screening fee will be issued.

**OFFICE OF INFECTION CONTROL AND ENVIRONMENTAL SAFETY**

The Office provides policies and procedures related to infection control and environmental safety for the dental school in accordance with all local, state, and federal regulatory bodies.

**BASIC LIFE SUPPORT (BLS) REQUIREMENTS**

The RSDM Basic Life Support Requirement follows the CODA guideline that all students, faculty and support staff involved in direct provision of patient care be continuously BLS-certified. Failure to maintain this certification will result in the loss of clinical privileges.
CODE BLUE- MEDICAL EMERGENCY PROTOCOL
The CODE BLUE Medical Emergency Protocol provides a standard procedure for the appropriate management of medical emergencies that may occur at the Rutgers School of Dental Medicine.

CODE BLUE Protocol During School Hours:
Health care personnel using the CAB (compressions/airway/breathing) method should support the emergency patient and enlist the help of others to retrieve the emergency medical cart, oxygen and Automated Emergency Defibrillator (AED), if needed, stationed in each clinical area. **If the health care personnel feels the situation is critical enough (i.e., anaphylaxis, cardiac arrest, stroke), a CODE BLUE should be started as follows:**

1. **Pick up a Red Emergency phone located near the emergency medical cart, identified by a Red framed sign, in each clinic.**
   - This phone is for emergency use only and rings automatically and simultaneously in Clinical Affairs and the OMFS Clinic.
   - The telephone call will automatically ring in the Department of Public Safety if unanswered after 5 rings.
   - Give the location (floor level, clinical area and unit number) and nature of the emergency.
   - A team is dispatched from the OMFS Clinic to assist with the emergency.
   - A representative from the Office for Clinical Affairs will respond to assist with crowd control.
   - These instructions are posted by every red phone.

2. **What to do when the red phones are not working:**
   - Pick up any RSDM phone and announce “CODE BLUE” on the overhead paging system.
     - From any RSDM phone Dial 2-3758 - after the beep – dial *(star) 22 and speak into the handset.
     - Announce the location (floor level, clinical area and unit number) of the emergency.
   - Personnel trained in Advanced Cardiac Life Support (ACLS) present in the dental school should immediately proceed to the site of the emergency to assist the treating dentist and/or student.

3. **Medical Emergencies in the Pre-Clinic (Simulation Lab)**
   - The Pre-Clinic (Simulation Lab) has a Medical Cart and an Automatic External Defibrillator (AED).
   - There is NO Emergency Red Phone System in the Pre-Clinic (Simulation Lab).
   - Using the regular phone call Rutgers Public Safety at Extension 2-4490/4491 and/or 911.
     - if further assistance is needed.

CODE BLUE Protocol After School Hours:

1. **Call Rutgers Public Safety at Extension 2-4490/4491 and/or 911– use any RSDM phone**
   **OR**

2. **Pick up a Red Emergency phone identified by a “Red Framed” sign, in each clinic.**
   - After five rings, the telephone call will automatically ring in the Department of Public Safety if not answered by one of the following areas:
     - Clinical Affairs or the OMFS Clinic.
   - Give the location (floor level, clinical area and unit number) and nature of the emergency.

When a medical emergency occurs, a Rutgers Injury Report must be completed as follows:

- **Students, patients, or visitors** – Paper Injury Report form; original brought to the Office for Clinical Affairs. Clinical Affairs will log the event and fax this form to Rutgers Risk Management.
- **Faculty and staff** - On-line at [http://myrehs.rutgers.edu](http://myrehs.rutgers.edu) by the designated individual for each department/area.
# Red Phone, Emergency Medical Cart and Defibrillator Locations

## 110 Bergen Street Building:

<table>
<thead>
<tr>
<th>Level</th>
<th>Area</th>
<th>Red Phone</th>
<th>Emergency Cart</th>
<th>Defibrillator</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Main Entrance</td>
<td>Security Desk Wall</td>
<td>In B832</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>Bergen St. Entrance</td>
<td>Security Desk Wall</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>C</td>
<td>Pedo/ Special Care</td>
<td>Next to C713</td>
<td>Special Care Exit Door</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>Oral Surgery</td>
<td>Computer Station Wall</td>
<td>Operator 5/6</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>Oral Surgery</td>
<td>Wall next to C774</td>
<td>Operator 5/6</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>Oral Radiology</td>
<td>Wall next to C741A</td>
<td>Next to C744</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>North Clinic</td>
<td>Wall next to C786</td>
<td>Next to C786</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>Pre-Clinic</td>
<td>No</td>
<td>Pre-Clinic Lab</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>Research Lab Area</td>
<td>Wall across from C861</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>D</td>
<td>Research Hallway</td>
<td>Wall outside “B” Clinic</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>D</td>
<td>South Clinic</td>
<td>Between Bays 10/11</td>
<td>Between Bays 10/11</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>North Clinic</td>
<td>Opposite Bays 23/24</td>
<td>Opposite Bays 22/23</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>Restorative Corridor</td>
<td>Wall across from D855</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

## Fifty 12th Avenue, Oral Health Pavilion:

<table>
<thead>
<tr>
<th>Level</th>
<th>Area</th>
<th>Red Phone</th>
<th>Emergency Cart</th>
<th>Defibrillator</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Clinical Affairs</td>
<td>Behind Head Clerks Desk</td>
<td>Not Applicable</td>
<td>No</td>
</tr>
<tr>
<td>D</td>
<td>Main Clinic “C”</td>
<td>Opposite end CAP Bay 33</td>
<td>Bay 33</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>Main Clinic “D”</td>
<td>Opposite end CAP Bay 38</td>
<td>Bay 38</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>Dental Specialty Clinic</td>
<td>No</td>
<td>Outside C976</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>Main Corridor</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>
EXPOSURE CONTROL PLAN
In accordance with Federal and State laws, and Rutgers Bloodborne Pathogens Policy (40.3.7), the Rutgers School of Dental Medicine (RSDM) is committed to providing a safe and healthful work environment. In pursuit of this endeavor, the Exposure Control Plan (ECP) is provided to eliminate or minimize occupational exposure to bloodborne pathogens in accordance with the OSHA Bloodborne Pathogens Standard, Title 29 Code of Federal Regulations 1910.1030. The ECP is updated at least annually. It is accessible on the RSDM website:

INFECTION CONTROL MANUAL
The RSDM Infection Control Manual establishes and implements an effective infection control program, successfully limiting the transmission of potentially infectious diseases by:

- Protecting the health of all patients and dental health-care personnel (DHCP);
- Complying with applicable federal, state, and local regulations governing infection control, job safety, and management of regulated medical waste; and
- Preventing transmission of disease during dental treatment by using the concept of standard precautions including but not limited to proper hand washing, personal protective equipment, engineering and work practice controls.

This manual is updated annually or sooner if current infection control guidelines are issued. It is accessible on the RSDM website and the Clinical Links page of all Clinic PCS.

MEDICAL EMERGENCY REVIEW
For all clinical personnel, Medical Emergency Reviews are conducted bi-annually to discuss management of common medical emergencies and to review the CODE BLUE system. This is currently being moved to an online presentation and exam process.

RADIATION SAFETY
RSDM abides by the ALARA principles in accordance with the American Dental Association guideline.

REGULATED MEDICAL WASTE
Sharps (needles, carpules, burs, sutures) need to be disposed of in the red plastic sharps container located on the wall in each unit. Blood soaked disposables (gauze, cotton rolls, etc.) need to be disposed of in the red Regulated Medical Waste containers located throughout the clinics.

PERCUTANEOUS INJURY
In the event a percutaneous incident occurs, immediately stop working and clean the exposed area. Wash with soap and running water; avoid vigorous scrubbing as this may damage the skin and increase the chance of disease transmission. Immediately after cleaning the exposed area, notify the Group Practice Administrator (GPA) or supervising faculty so the proper protocol can be initiated. After the source patients immediate dental needs are met, the source patient, if agreeable, is to be escorted to the Office for Clinical Affairs to see the Director of Clinics or the Dental Infection Control Safety Technician so that the protocol may be initiated.
The injured student, faculty, or staff will be sent for counseling and given option for prophylactic medications. Students are sent to Student Health (SH). Faculty are sent to Occupational Medicine (OM). If source patient agrees to testing, SH or OM will follow-up with results with the patient.
NEEDLE STICK / PERCUTANEous INJURY PROTOCOL

NEEDLE STICK INCIDENT OCCURS
STOP WORKING
WASH AREA WITH SOAP & RUNNING WATER

STUDENT NOTIFIES
GPA/DIRECTOR/FACULTY OF INCIDENT IMMEDIATELY AFTER CLEANING AFFECTED AREA

FACULTY, STAFF NOTIFIES
SUPERVISOR/GPA OF INCIDENT IMMEDIATELY AFTER CLEANING AFFECTED AREA

COMPLETE INCIDENT REPORT ONLINE
BRING TO THE OFFICE FOR CLINICAL AFFAIRS

STUDENTS REPORT TO STUDENT HEALTH SERVICES
FACULTY/STAFF REPORT TO OCCUPATIONAL MEDICINE,
WITH COPY OF INCIDENT REPORT FOR COUNSELING AND POST EXPOSURE MANAGEMENT

PATIENT COUNSELED ABOUT NEEDLESTICK
REQUEST SEROLOGY

PATIENT AUTHORIZES TESTING
ESCORT TO UH ADMITTING FOR BLOODWORK
DOCUMENT IN CHART

PATIENT RESULTS PLACED IN CHART
PATIENT NOTIFIED OF RESULT BY PHONE WITH FOLLOW-UP INSTRUCTION

PATIENT RESULTS FORWARDED TO STUDENT HEALTH, MRN NUMBER GIVEN TO CELIA GARCIA TO REQUEST BILL

INCIDENT REPORT LOG ON FILE IN THE OFFICE FOR CLINICAL AFFAIRS, OHP, ROOM D-990 AT RSDM-NEWARK
STUDENT AFFAIRS

The purpose of the Office of Student Affairs is to ensure that students at Rutgers School of Dental Medicine has prepared several generations

ADMISSIONS:
Rutgers School of Dental Medicine has prepared several generations of students to excel in the many roles the dental profession demands: that of diagnostician, clinician, artist, engineer, architect, teacher, communicator and business manager. Besides mastering the clinical and technological skills necessary to become excellent practitioners, our students also learn to become culturally sensitive to the needs of today's ever-more diverse population. They also gain the knowledge to address the needs of an aging population, many of whom are keeping their teeth for a lifetime. Our students also learn to recognize systemic diseases that manifest in the oral cavity, as the link between oral health and overall health grows ever stronger. In addition, they learn the latest technologies, so they can offer their patients every treatment option available.
Contact Information: 973-972-5362 http://sdm.rutgers.edu/admissions/index.html

OFFICE OF DIVERSITY & INCLUSION:
The mission of the Office of Diversity & Inclusion is to enhance the professional dental school experience for all students through their interaction with a diverse faculty, staff and community in a culturally sensitive environment.
Contact Information: 973-972-5063 http://sdm.rutgers.edu/about/admin_multicultural.htm

REGISTRAR:
The Office of the Registrar is located in Room B-826 and manages student records, course registration, course grades, degree/enrollment verification and issues transcripts.
Contact Information: 973-972-4728 http://sdm.rutgers.edu/about/registrar/index.html

Listed below are responsibilities of the Registrar's Office:

ACADEMIC ACTIONS
Individual student performance in all course work is evaluated at regular intervals during each academic year. This process identifies the student who has potential and actual academic deficiencies and attempts to rectify identified problems with tutorials, academic counseling and/or remediation programs.

At regular intervals (end of trimester and/or end of a course), each course director is required to forward grades to the Registrar. These grades are also submitted to the SAPC for review. In addition, at each evaluation period, the Associate Dean for Clinical Affairs will provide the Student Academic Performance Committee with each third and fourth year student's clinic points to date. This information may be used in conjunction with all other grades and/or grade point averages to determine promotion and graduation.

The SAPC will determine whether any academic action is necessary, and the student will be informed of such, in writing, by the Associate Dean for Academic Affairs. Based on the student's academic performance, the SAPC may take the following academic actions:

A. PROMOTE THE STUDENT TO THE SUBSEQUENT ACADEMIC YEAR
Students are promoted to the subsequent year by the SAPC. A student may be promoted to the next academic year if a cumulative average of 2.000 or above has been achieved, acceptable
passing grades have been achieved for all listed courses in the previous academic year, and the student has maintained a satisfactory level of professional performance.

B. CERTIFY THE FOURTH YEAR STUDENT FOR GRADUATION
The degrees of Doctor of Dental Medicine are awarded by the Board of Trustees of the Rutgers School of Dental Medicine upon recommendation of the SAPC and certification by the Dean to the President. The candidate must have satisfactorily fulfilled the academic requirements for graduation noted in section “Requirements for Degree”.

C. PLACE THE FIRST YEAR STUDENT IN THE FIVE YEAR PROGRAM
A first year student may be placed in the Five Year Program using the guidelines listed under THE FIVE YEAR PROGRAM.

D. REMEDIATION OF F AND/OR D GRADES
All remedial course work for first, second and third year students will occur in the summer remediation session, except when the decision is to repeat the entire academic year. Remediation of fourth year didactic courses will occur during the academic year.

A student receiving any D or F grade may be dismissed. A student receiving a D or F grade in the fall or winter trimesters may be permitted to continue into the subsequent trimester at the discretion of the SAPC. No student will be allowed to progress to a subsequent year with an incomplete, D or F grade. Second year students who have an incomplete, D or F grade at the end of the academic year will be allowed to enter the mandatory clinic orientation activities in June. However, all incomplete, D or F grades must be resolved prior to entering clinical orientation activities immediately preceding the start of the third academic year.

The SAPC alone has the authority, after considering the student's overall academic record and professional performance, to allow a student to remediate a course. The student will be notified in writing by the Office of Academic Affairs. The course director will assign the remedial course work that must be successfully completed during the summer remediation period.

E. PLACE THE STUDENT ON ACADEMIC PROBATION
A student will be placed on academic probation at the end of any trimester when the student:
1. receives an F grade in any course; OR
2. receives a D grade in any course; OR
3. demonstrates unacceptable professional performance.

Academic probation must be removed by successful remediation or repetition of a course(s) or academic year before a student will be eligible for promotion to the next academic year. A notation of academic probation, including the start and end dates of the status, will be indicated on the student's transcript.

F. PLACE THE STUDENT ON ACADEMIC WARNING
A first or second year student who attains U grades in any course will receive a "Warning" letter from the Office of Academic Affairs noting that the SAPC has concerns about the student's performance. In addition, at the end of the fall trimester and at the end of the winter trimester, the first year student on academic warning will be counseled about the availability of entrance into the Five Year Program.

A third or fourth year student who attains two or more U grades will receive a "Warning" letter from the Office of Academic Affairs noting that the SAPC has concerns about the student's performance.
G. REPEAT OF THE ACADEMIC YEAR
Under most circumstances, a first year student will be dismissed and not be permitted to repeat the first academic year if they do not successfully pass all courses either during the academic year or through remediation. (Approved by Executive Council 6/20/06) A student who receives a single F grade with a requirement to repeat the course (a grade of FR or a grade of D or F at the end of the remediation period) and receives no other D or F grades prior to remediation will be the only exception allowing a repeat of year one. (Approved by Executive Council 12/17/07). This exception may be granted only at the discretion of the SAPC and is not guaranteed to any student. A first year student who does not meet these criteria will not be permitted by SAPC to repeat the first year. (Approved by Executive Council 11/10/13).

A second, third or fourth year student may be permitted to repeat the year as an action by the SAPC, based on the student’s academic and professional performance. (Clarified by Executive Council 5/1/13)

Refer to “Mechanism for Student Appeal of Dismissal or Repetition of an Academic Year” (Approved by Executive Council 9/20/10).

H. DISMISS THE STUDENT FROM THE DENTAL SCHOOL
A student may be dismissed by the SAPC when the committee determines that the student's overall academic record or professional performance warrants dismissal or when a student's completion of failed courses cannot be accomplished within the required five academic years.

CLASS ROSTERS
The RSDM Registrar maintains current rosters of all enrolled students and complies with all federal and state reporting requirements concerning student enrollment and status.

FERPA POLICY: http://compliance.rutgers.edu/ferpa/
The Family Educational Rights and Privacy Act prohibits faculty disclosure of student information without the student’s consent, with certain specific exceptions. Faculty should never discuss individual student information with anyone but the student or RSDM officials with a legitimate educational interest in the information, unless the student has given express consent.

Rights afforded to students under FERPA include the right to inspect and review their educational records, the right to request amendment of records a student believes are inaccurate or misleading, and the right to prevent disclosure of information from their educational records without prior consent, subject to some specific exceptions. The Office of Student Affairs Compliance publishes an annual notice about your rights under FERPA. FERPA permits disclosure of "directory information" such as name, phone number, address, and email address without prior consent unless a student specifically requests that it be kept confidential. For more information regarding directory information, view the Confidentiality Definition Statement.
Consistent with its mission of educating students, Rutgers treats its students as adults and supports them as they develop individual responsibility, maturity and independence. As a result, for example, if an issue arises concerning academic performance, professional or ethical conduct, requests from student relatives and/or significant other to meet with faculty on behalf of the student will be discouraged and meetings, in most instances, will only include the student. The Policy on Parental Notification provides the circumstances under which Rutgers will disclose information about a student to the parent(s) or legal guardian(s) of the student with the prior consent of the student.


The following offices in each educational unit maintain student files containing pertinent information on each student.

1. Office of Student Affairs/Office of Academic Affairs - Application for admission together with supporting documents related to admission and records on the academic progress of each student while in attendance.

2. University-Wide Financial Aid Office - Correspondence and data related to financial aid received through the school by each student while in attendance, except for financial records and statements of the student's parents.

3. The Rutgers-Student Health and Wellness Center - Maintains the health records and statements of all dental and medical students while in attendance.

Questions concerning this law and the University's policy concerning release of academic information may be directed to the Registrar's Office. If you have further questions about rights under FERPA, you may contact:

The Office of Student Affairs Compliance
Old Queens Building, Suite 101
83 Somerset Street
New Brunswick, NJ 08901
Phone: (848) 932-8576
Fax: (732) 932-9690
Email: rucomply@rutgers.edu

Outside resources providing more information include the U.S. Department of Education's websites:
- Family Educational Rights and Privacy Act (FERPA)
- Family Policy Compliance Office (FPCO)
  http://familypolicy.ed.gov/

GENERAL INFORMATION

GRADE DISTRIBUTION
Student grades for exam are distributed electronically through the Registrar's office. Student course grades are distributed electronically via Banner/Banner Self Service.

COURSE CODE
This is determined by the Registrar when a course is created.
**COURSE TITLE**
This is determined by the Curriculum Committee and may not be changed without notification of Curriculum committee and Registrar.

**COURSE CREDIT/HOURS**
This is determined by Registrar. For didactic courses, there are 8 hours to a credit. For lab/clinical courses, there are 24 hours to a credit. Credits are rounded at discretion of the Registrar.

**TRIMESTER ASSIGNMENT**
This is determined by Academic Affairs/Curriculum Committee.

**SELECTIVE/ELECTIVE SCHEDULE**
Selective Elective courses and syllabi set up by Academic Affairs/Curriculum Committee. Registrar sets dates/times and handles registration of seniors, roster distribution, and recording of credits. 60 credits are required for graduation.

**GRADE CHALLENGE**

**GRADE CHALLENGE PROCEDURE-FINAL COURSE GRADES**
(Amended by Executive Council 11/14/07, 2/7/17)

Challenging a final course grade includes challenging the calculations utilized to determine the grade and/or challenging the grading scale if it is not congruent with the policy in the Handbook. Challenging a final course grade does not include challenging any grades/scores given for any midterms, unit exams, or prior practicals leading up to the final examination be they a practical or didactic final.

Whenever a student disputes a final course grade, the following steps should be taken no later than five business days after a grade is posted:

1. The first level of resolution is always between the student and the course director. Failing resolution at that level, the student may next contact the department chair—unless he/she is the course director in question—for resolution.
2. If resolution is not accomplished at the departmental level, the student may bring the matter to the Office of Academic Affairs. In presenting a grade challenge, the student must submit a written statement giving as much detail as possible. The grade challenge must be based on substantive evidence of incorrect calculations or other procedural errors which may have affected the grade. The Office of Academic Affairs will decide what further action, if any, should be taken.
3. All attempts will be made to resolve the problem with a minimum of delay. In seeking further resolution, a committee comprised of the Department Chair, the Associate Dean for Student Affairs, the Associate Dean for Academic Affairs and the Associate Dean for Clinical Affairs will render the final, non-appealable decision.
GRADE CHALLENGE PROCEDURE-EXAMS
(Approved by Executive Council 2/7/17)

While the faculty strive to develop didactic and practical examinations that are fair, and consistent with the information lectured on, or referred to in manuals, dental journal articles and or chapters in books that have been assigned to the class, open communication is encouraged for students to ask about specific questions or if there is a concern about specific questions within a test. The emphasis by all students is to put the time into studying, as well for the faculty to design well thought-out and well-written examinations, that not only challenge the students, but test students’ knowledge in that subject matter with the end point being that students who achieve passing grades in a course have achieved an understanding of that material. The emphasis should not be on challenging questions or practicals of which there is no valid factual substantiation for such a challenge.

When a student disputes a grade on an examination, the following steps must be taken no later than three business days after the exam key is made available to the students or a wall review of the examination is conducted:

1. Fact-based challenges, with evidence presented in the course lectures or text, should be submitted to the class representative as soon as possible.
2. The class representative is to cull to challenges to eliminate repetition, as well as work with class officers to make every effort to remove any challenges without substantial, fact-based substantiation. The class representative is to limit challenges to 10 percent of the test questions (e.g. up to 10 questions on a 100 question exam).
3. Within the three business day time frame, the class representative is to submit challenges in writing to the course director. The course director will render the final, non-appealable decision with regards to challenges of exam answers.

GRADES IN BANNER

HOW TO ENTER GRADES IN BANNER

1. Go to http://my.rutgers.edu and log in.
2. Click on the Banner Self Service Tab (at the top of the screen)
3. Click on the “View Address(es) and Phone(s)
4. On the right side of the screen the Banner Self Service window will appear

Term Code Examples:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Term Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>201712</td>
</tr>
<tr>
<td>Winter/Spring 2017</td>
<td>201752</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>201772 (IDP Summer ONLY)</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>201812</td>
</tr>
<tr>
<td>Winter/Spring 2018</td>
<td>201852</td>
</tr>
</tbody>
</table>
5. Press “Submit” (this takes you back to the main menu screen).
6. Click on “CRN (Course Reference Number) Selection”.
   • This will list the course(s) you are responsible to grade.
   • Click on the course you wish to grade.
   • Press “Submit” (this takes you back to the main screen).
7. Click on “Final Grades”.
   • This will give you a list of students (25 per page) who are registered for your course. Ignore everything on the screen except for the grading area.
   • Click on the grading drop-down menu to select the grade you will assign to each student. Continue down the page until all students are graded.
   • Hit “Submit” to go to the next page. *If you do not hit “Submit” at the end of each page, the grades will not record.*
8. After you have entered all the grades, contact the Registrar (latoia.taylor@rutgers.edu) who will complete the grading process and “roll” the grades to academic history. Once the grades have been rolled, you cannot change any grade online. Contact the Registrar in the case of a grade change:

GRADING POLICY
(Amended 9/14/16)

Course syllabi which include information about the goals and requirements for each course, course content, topic outlines, methods of evaluation and specific departmental policies are distributed by course directors at the beginning of each course. Each department determines the manner in which students are examined and the criteria for evaluating performance. Within five (5) working days of the conclusion of a course or the date of the final examination, final letter grades are transmitted to the Registrar’s Office for recording on the student’s permanent academic record (transcript).

Valid letter grades and their values are:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Points</th>
<th>Numerical Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
<td>90 100**</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.5</td>
<td>85 89**</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
<td>3</td>
<td>80 84**</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.5</td>
<td>75 79**</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>2</td>
<td>70 74**</td>
</tr>
<tr>
<td>D*</td>
<td>Unacceptable</td>
<td>1</td>
<td>65 69**</td>
</tr>
<tr>
<td>F*</td>
<td>Failure</td>
<td>0</td>
<td>60-64 **</td>
</tr>
<tr>
<td>FR***</td>
<td>Failure/repeat</td>
<td>0</td>
<td>59 and below**</td>
</tr>
<tr>
<td>D/C, F/C****</td>
<td>Grade on remediation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The D grade and the F grade must be remediated or repeated using the “Academic Actions” guidelines delineated below.

**for calculation of final course grades, decimal values are rounded up to the next whole number if .5 or above OR rounded down to the whole number if below .5, e.g., 89.5 would be an “A” and 89.4 would be a “B+.”

***Students receiving a grade of “F” in a course with a numerical grade value of 60-64 will be remediated if allowed by the SAPC after considering the student’s overall academic performance. Students receiving a grade of “FR” in a course with a numerical value of 59 and below will repeat the course if allowed by the SAPC after considering the student’s overall
academic performance. The FR grade is not applied to didactic courses of fewer than 4 credits nor to first-year dental preclinical laboratory courses. (Approved by Executive Council 10/14/10. Amended 11/20/13)

****When an F or D grade is remediated, the highest grade attainable is C (Approved by Executive Council 11/14/07. Amended 11/20/13)
The DC or FC is awarded in a didactic or preclinical laboratory course after successful remediation or completion of deficient requirements in a clinical course. The new grade is recorded on the transcript in addition to the previous grade.

Grade point averages (GPA's) are calculated to determine the rank in class and eligibility for promotion for each student. It is dental school policy that, for the purposes of determining class rank, a grade point average will be computed using ONLY the FIRST grade obtained in each course. For the purpose of determining eligibility for promotion and Satisfactory Academic Progress, GRADES EARNED ON REMEDIATION OR REPETITION of a course will be used to calculate the grade point average.

Grades which are not included in the computation of the grade point averages are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>EXT</td>
<td>Exempt</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawn-Passing</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn-Failing</td>
</tr>
<tr>
<td>X</td>
<td>Suspension for Administrative Reasons</td>
</tr>
</tbody>
</table>

The AU (Audit) grade is noted on the transcript for a student who has successfully completed a course in a previous trimester, but is mandated by the SAPC or the course director to attend the course to maintain knowledge and/or skills. The auditing student must attend all classes and take all quizzes, examinations, practicals, etc., but will not receive a grade other than the “AU”.

The EXT (Exempt) grade is noted on the transcript for a student who, upon application to the department chair involved, is not required to participate in a course (usually a basic science course) because of the student's documented previous knowledge of the subject matter.

The I (Incomplete) grade is an interim grade awarded to a student who has been unable to complete a course due to being on an approved leave of absence, service to the dental school, unscheduled curricular activity or as determined by an ad hoc Clinical Progress Committee

When submitting an I grade for a non-clinical course, the course director must: (Approved by Executive Council 11/6/08)
5. consult with their department chair
6. consult with the Vice Dean
7. delineate the specific reason(s) for the I grade as well as a time frame for removal
8. submit the above to the Registrar for delineation to the Student Academic Performance Committee

If the reason(s) for I grade does not meet the stated definition, the Vice Dean and/or the Chair of the SAPC will contact the Course Director and/or Department chair for further clarification.
Additionally, a quantitative F grade submitted in a clinical course may be changed to an I (Incomplete) grade only under extreme circumstances on a case by case basis upon recommendation of an ad hoc Clinical Progress Committee. The committee consists of the Course Director, Department Chair, Group Practice Administrator, and Associate Dean for Clinical Affairs and considers whether the student effectively used clinical resources. In cases where the ad hoc committee determines the situation came about through no fault of the student, the student will receive an I grade.

The I grade must be removed in the academic year for which it is received, prior to the SAPC’s July remediation review meeting. For clarification, the extended time given back to the student to remove the I grade can be during the same academic year or if additional time is necessary, the additional time will be during the July remediation/vacation period and a final grade must be submitted prior to the post-remediation SAPC meeting. All I grades must be resolved PRIOR to the start of the next academic year. A student with remaining I grades cannot be promoted to the next academic year. Any I grade which is not removed via successful completion of the course prior to the SAPC’s post-remediation review meeting will be changed to an F grade. Student's promotion to the subsequent academic year cannot occur until the I grade is removed.

A fourth year student with an I grade(s) may participate in the convocation and commencement ceremonies (without receiving a diploma) if, in the judgment of the ad hoc Clinical Progress Committee the student can accomplish the specified Comprehensive Care Requirements prior to the SAPC’s July remediation review meeting. (Approved by Executive Council 11/20/13).

The P (Pass) grade is awarded following successful completion of certain mandatory courses and fourth year Selective/Elective courses.

In Pass/Fail courses involving patient care, the P grade must be based on a minimum number of assessed clinical procedures as outlined in the respective course syllabus. An F (Fail) grade may be issued for qualitative failures based on daily grades, competencies and professionalism. If an F grade was issued based solely on quantity of procedures completed, it will be reviewed by an ad hoc Clinical Progress Committee.

The S (Satisfactory) and U (Unsatisfactory) grades may be given as mid-course (for courses that continue into subsequent trimester[s]) and/or end-of-trimester evaluations. These evaluations are not included on the student's permanent academic record (transcript) but are noted on a "grade report" which is given to the student at mid-course and/or end-of-trimester.

3. Unsatisfactory) - may be given:
   a. in any academic year for any didactic course in which the student has an average numerical grade below 70 in quizzes, mid-term examinations or any other mid-course evaluation;
   b. in any academic year for any laboratory course in which the student has not met the basic requirements of the course;
   c. in the junior and senior years for less than satisfactory qualitative clinical performance;
   d. in any academic year for less than appropriate professional performance.

The U grade must be removed by successfully completing all requirements in the course.

4. S (Satisfactory) - may be given in any academic year for any course in which the student has met all academic and professional requirements of the course.

The WP (Withdrawn-Passing) or WF (Withdrawn-Failing) grade is awarded when a student withdraws from a course before its conclusion. In both cases, the grade remains on the permanent academic record, and the student is required to repeat the course.
The X (Suspension) grade will be awarded to any course in progress when a student is removed from the school for non-academic reasons (cheating, theft, etc.). The suspension notation will remain on the student's permanent academic record.

ADVISORS - ACADEMIC
Information on RSDM Academic Advisors is available at: http://sdm.rutgers.edu/students/current/predoctoral/advisor.html

ADVISORS - CLINICAL
See the Clinic Manual at http://sdm.rutgers.edu/about/clinic-manual/

CLASS COMPOSITES
The Office of Student Affairs maintains a composite display of photographs and names of members of each DMD class and of members of the International DMD program. The displays are intended to facilitate name and face recognition by and among students and faculty and are updated at the beginning of each academic year.

RSDM CODE OF PROFESSIONAL CONDUCT AND ETHICS

PREAMBLE
Rutgers School of Dental Medicine is an academic community dedicated to teaching and fostering the principles of moral conduct and humanistic expected of future health professionals. The students, administration, faculty and staff firmly believe in the development of ethical values, altruism, compassion and empathy as an integral component of education, service and research. Standards of professional integrity and humanism formed during dental education become the cornerstone for entrance into the profession and continued good standing as a practitioner of future honorable conduct. To this end, the School of Dental Medicine, in compliance with all applicable Rutgers School of Dental Medicine (Rutgers) policies, is committed to the adherence and enforcement of the American Dental Association Principles of Ethics and Code of Professional Conduct, the Rutgers Policy on Student Rights, Responsibilities and Disciplinary Procedures, and the School of Dental Medicine Honor Code. This Honor Code is a "living document" and as such, it will incorporate by reference any new and/or amended policies adopted by Rutgers or the School of Dental Medicine as these policies apply to or touch upon the principles set forth in this document.

ARTICLE I Principles of Professional Conduct

1. All members of the dental school community are expected to abide by the highest ethical standards.

2. All members of the dental school community will foster a professional atmosphere that dissuades unethical conduct.

3. All members of the dental school community should receive fair and equal treatment in University endeavors.

4. All members of the dental school community will demonstrate a commitment to collaboration, respect, cooperation and harmonious relationships in the working and learning environment.

ARTICLE II Hearing Body
The Hearing Body will be an Ad Hoc Committee of the dental school and comprised as follows:

1. Students (4 voting) – Hearing Body for Accused Predoctoral Student:
   a. Will be selected from a pool of twelve students (three students from each class).
   b. The freshman class nominates interested freshman candidates (not to exceed five) approximately one month into the fall trimester. The Hearing Body members will interview the nominated candidates and select the three freshman students who will serve on the Hearing Body.
   c. Freshman members will be observers only and will not take part in Hearing Body 65 proceedings, deliberations or votes.
   d. Each student serves a four-year term after election in freshman year. Should a student member, either voluntarily or involuntarily, become unable to complete a term, his/her class will vote a replacement.
   e. Students from the same class as the accused will not be permitted to attend the orientation, hearing or deliberations of a classmate.
   f. If the accused is a freshman, the senior class will have two voting members on the Hearing Body, and the junior and sophomore classes will each have one voting member.
   g. If the accused is a senior, junior or sophomore, the two uninvolved classes will have two voting members each.

2. Students (4 voting) – Hearing Body for Accused Postgraduate Student:
   a. Will be selected from a pool of five PG students (one from each specialty program).
   b. First-year Postgraduate students can volunteer or be nominated by other members of their program and must be recommended by the PG Program Director. If necessary, the Hearing Body members will interview multiple candidates from a specialty program to finalize the selection of one postgraduate representing each of the five specialty programs.
   c. Each PG student serves a 2-3 year term depending on the length of the specialty program. Should a PG member, either voluntarily or involuntarily unable to complete a term, they will be replaced following the procedure noted above.
   d. PG Students from the same specialty program as the accused PG Student will not be selected to attend the orientation, hearing or deliberations of a classmate.
   e. If the accused is a PG Student, the composition of the student members of the Hearing Body will be as follows: two Predoctoral Senior students and two PG students that are not representative of the accused PG Specialty Program.

3. Four Faculty (3 voting, 1 non-voting. All appointed by the Dean)
   Voting Members:
   a. Each voting faculty member will serve a four-year term, with a limit of two consecutive terms.
   b. The Dean will appoint an alternate voting faculty member in the event of a conflict of interest.
   c. A voting faculty member will be appointed by the Dean as the Hearing Body Chairperson for each hearing.
   Non-Voting Member
   a. The non-voting faculty member will serve as a historian/ Advisor/Educator, with no limit on term.
   b. The non-voting faculty member will be responsible for cataloguing sanctions from year to year for administrative purposes.
   c. The non-voting faculty member and the student Hearing Body members will lead an orientation session(s) introducing incoming students to the Honor Code with a presentation, Q&A period and a formal signing ceremony.
   d. Along with the Dean and student Hearing Body members, the non-voting faculty member will be responsible to provide continuous Honor Code education for the entire academic community.
   e. The non-voting faculty member may participate in all Hearing Body functions but is ineligible to vote.
4. Vice Dean or designee (ex-officio) Present during Hearing Body actions to facilitate the Hearing Body process and to clarify and interpret policy and procedures.

ARTICLE III Guidelines for Violations and Suggested Sanction Levels

The sanctions listed herein will serve as disciplinary guidelines for ethics violations as per category. The proposed sanctions will be imposed after the allegation(s) in the complaint has/have been proven by a preponderance of the evidence. The burden of proof is on the complainant. The Hearing Body, during its deliberations, is empowered to deviate from the guidelines on a case by case basis. All sanctions recommended by the Hearing Body must be accompanied by sufficient written justification to the Dean. In the event an ethics violation is not specifically listed, the Hearing Body will decide the appropriate sanction prior to its deliberations.

1. The following infractions are grounds for expulsion from the RSDM:
   a. Obtaining, receiving, giving or using, or attempting to obtain, receive, give or use assistance during an examination, clinical exercise, assignment or academic evaluation from any source that is not authorized by the faculty. This shall include, but is not limited to copying from or allowing another student to copy from an examination, clinical exercise and/or other academic assignment, communicating with another student in order to exchange information that is unauthorized or unreleased, and/or using unauthorized or unreleased notes or other devices, such as, but not limited to, computers, I-pods, cell phones, etc.
   b. Obtaining, receiving, giving or using, or attempting to obtain, give or use any unauthorized knowledge about examination questions, clinical exercise, assignments and/or other academic evaluations.
   c. Falsifying or attempting to falsify any information or signatures on academic or clinical documents. This shall include, but is not limited to, changing answers on an examination after it has been returned.
   d. Theft, willful damage, vandalism or abuse of any possession(s) of a member of the RSDM community or the property of the school or university. This shall include, but not be limited to, keeping patients' payments for clinical work done by students.
   e. Plagiarism and/or the submission of papers, lab assignments or projects that are not exclusively the work of the student(s) being graded.
   f. Violation of any federal or state law or regulation.
   g. Harassment, intimidation or bullying as defined in Student Rights, Responsibilities and Disciplinary Procedures.
   h. Active or intentional obstruction of a Hearing Body investigation.
   i. Willfully withholding information concerning violations of the Honor Code.

2. The following infractions are grounds for suspension from the RSDM:
   a. Unauthorized collaboration on an assignment.
   b. Interfering, or attempting to interfere with the performance of another student on an examination, exercise or clinical procedure.

3. The following infractions are grounds for a written or oral reprimand:
   a. Behavior that causes a material and substantial disruption to the educational mission of the school or an individual’s work or study.
   b. Disregard of rules and regulations relating to personal conflict resolution.
   c. Behavior that violates principles of professional conduct in an academic or clinical environment.

4. The following is grounds for probation:
   A student found guilty of an ethics violation by the Hearing Body who is not expelled will be placed on probation for a specified period of time. In the event a student is suspended the probationary period will commence upon his/her return from the suspension. The term of the probationary period will be determined by the Hearing Body upon imposition of the discipline. During the probationary period the
student will be under heightened scrutiny and any further infractions committed during this period will be reviewed by the Hearing Body. If the Hearing Body concludes that the student has again violated this Honor Code, University Policy or canons of Professional Conduct, this student will be subject to further discipline, up to and including expulsion.

5. Penalties for repeat violations:
   Students found guilty by a Hearing Body of at least two offenses warranting either a reprimand or suspension will be subject to an additional hearing by the Hearing Body to determine whether or not additional discipline is warranted. Additional discipline may include expulsion. This rule is effective whether or not the second violation occurs during a probationary period.

6. Withholding of Degree or Certificate:
   Temporary or Permanent A student will not receive a degree or certificate until a Hearing Body has adjudicated all ethical charges against the student. If a student is expelled from the Dental School his or her degree or certificate will be permanently withheld.

7. Degree or Certificate Revocation:
   A student who has graduated from the Dental School but who is discovered to have violated any federal or state law or University or school regulation while attending the Dental School is subject to degree or certificate revocation.

ARTICLE IV Procedure – Students

Refer to University Policy on Student Rights, Responsibilities and Disciplinary Procedures (00-01-25-50:00), V. F. and V.G.

ARTICLE V Procedure – Faculty

Alleged infractions of ethical standards or violations of state or federal law by a faculty member shall be referred by any member of the RSDM community to the appropriate Chairperson, and, if necessary, to the Dean for potential resolution. If a resolution cannot be reached informally, the name of the faculty member and the subject matter of the violation shall be referred to the Faculty Affairs Committee as specified in the RSDM Procedural Code. In addition, the process will be governed by the guidelines listed in the following publications:

1. RSDM Handbook
2. Rutgers policy regarding Faculty Conduct
3. Rutgers policy on Scientific Misconduct and Fraud

ARTICLE VI Procedure - Staff

Alleged infractions of ethical standards shall be referred by any member of the RSDM community to the staff member's immediate supervisor who will investigate and, if necessary, take appropriate action as specified in the following:

1. General Rules and Regulations for staff employees
3. Ethical Standards for State Employees brochure and newsletter
ARTICLE VII  Distribution

The Dean and Hearing Body will be responsible for educating all members of the RSDM academic community concerning the Rutgers Policy on Student Rights, Responsibilities and Disciplinary Procedures as well as the RSDM Honor Code. Copies of this Honor Code shall be distributed to the RSDM community on an annual basis, with additional publication as deemed necessary by the Dean or Hearing Body. This Honor Code will also be posted on-line on the RSDM website. Additionally, a report of the violations and sanctions adjudicated during the prior academic year will be generated, with confidentiality maintained as required by FERPA and other applicable laws.

ARTICLE VIII  Standardized Examination Pledges

1. FORM FOR WRITTEN EXAMINATIONS (IN-BUILDING OR TAKE HOME):
   (This is to be read aloud at the beginning of the examination by the examiner when applicable) I affirm that I have neither given nor received unauthorized assistance on this examination and that I have complied with the Code of Professional Conduct and Ethics contained in the current Rutgers School of Dental Medicine Student Handbook.

   Print Name and Student Exam Number

   Student Signature        Date

2. FORM FOR ELECTRONIC EXAMINATIONS:
   I agree to not discuss the questions or answers with any other student prior to the close of the examination availability period. I also agree to comply with the Code of Professional Conduct and Ethics contained in the current Rutgers School of Dental Medicine Handbook. By pressing the FINISH/SUBMIT button I affirm that I have neither given nor received unauthorized assistance on the completion of this examination.

CRIMINAL BACKGROUND CHECK (CBC) POLICY
http://academicaffairs.rutgers.edu/files/rbhs-chancellor-policycriminal-background-checks-accepted-applicants-and-currently-enrolled

DISCIPLINARY DISCLOSURE VERIFICATION POLICY

RSDM DIVERSITY POLICY

I. PURPOSE

To establish policy for promoting diversity among members of the RSDM community, and to exhibit the RSDM efforts to maintain this core value.

II. RUTGERS UNIVERSITY AND DIVERSITY

“For Rutgers, the premier public research university in New Jersey, diversity is an everyday ingredient of university life and one of our greatest strengths. Rutgers’ diversity—and there are all kinds, from age to sexual orientation to ethnic background to whether you grew up on a farm or city block—reflects the rich array of people who choose New Jersey as the place to build a better future. At Rutgers, we know we all benefit when we live, learn, work, and just spend time with lots of different people. We also know the value of removing ourselves from the familiar, leaving our borders, and immersing ourselves in the new. Diversity at Rutgers embraces the notion that we must be global educators, researchers, students,
citizens, and partners—transcending boundaries to meet the challenges of a complex and interdependent world."

http://oidi.rutgers.edu/about-us/diversity-rutgers-university

It is university policy to provide equal employment opportunity to all employees and applicants for employment regardless of their race, religion, color, national origin, ancestry, age, sex, sexual orientation, 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. The university is an equal opportunity and affirmative action employer. The Office of Employment Equity is responsible for implementation of the university’s Affirmative Action Plan for Equal Employment Opportunity ("Plan") and monitors the university’s progress with regard to the Plan. The Plan, which covers females, minorities, individuals with disabilities, disabled veterans, recently separated veterans or other protected veterans, is available for inspection by employees and applicants for employment on each campus.

http://policies.rutgers.edu/sites/policies/files/60.1.8%20-%20current.pdf

III. DIVERSITY AND THE RSDM MISSION, VISION AND VALUES

http://sdm.rutgers.edu/about/about_mission.html

The RSDM Statement of Mission, Vision and Values articulates the RSDM commitment to attracting and retaining a high quality, diverse faculty and student body.

In addition, the RSDM Strategic Plan 2015-2020 specifically establishes the following goal and core value in support of the school’s missions:

Goal 7: Academic Environment-
“For RSDM’s environment to flourish, a diverse and high quality student body must be recruited and retained. Admissions applications are reviewed holistically, with consideration given to both prior academic performance and non-cognitive factors."

Core Value 3 - Respect:
“We treat all students, faculty, staff and patients with respect, dignity and compassion. We expect all of our students, faculty and staff to act in a professional and humanistic manner, recognizing the importance of diversity and an individual's personal beliefs. We strive for an environment of caring, inclusiveness, individuality and individual responsibility, while adhering to the principles of equality and fairness.”

IV. POLICY

A. General
RSDM strives for inclusion, equal access, fair treatment and respect for all students, faculty and staff, without regard to gender, age, race, ethnicity, national origin, religion, disability, sexual identity or any other characteristic unrelated to performance at the dental school. RSDM seeks to assemble a community of individuals with varied talents, backgrounds and experiences in order to enrich the dental educational experience, to provide a comfortable and challenging atmosphere, and to prepare students to care for patients from multiple cultural environments.

B. Recruitment
RSDM maintains pipeline programs designed to introduce students of all ages to dentistry as a profession and dental school as an educational goal. These programs aim to reach a wide variety of students from many socio-economic backgrounds to introduce them to career options in dentistry and to RSDM as a community that welcomes accomplished students of all kinds.
College
Gateway to Dentistry

Summer Health Professions and Education Program (SHPEP)
http://njms.rutgers.edu/education/odace/undergraduate/

High School
Decision for Dentistry

Middle School
Dental Exploration

Elementary School
Dental Express

C. Admissions http://sdm.rutgers.edu/admissions/index.html
Overview: The RSDM admissions process is established to select a highly qualified class, in both traditional measures of academic achievement and in non-traditional measures, such as demonstration of commitment to dentistry as a profession, commitment to enhancing the health of the community, contributions to research and contribution to diversity in race, religion, language, culture, talents, and interests. Admission to RSDM is highly selective and competitive. Applicants are selected for an interview after a holistic file review, based on a number of criteria, including academic performance, DAT scores, leadership qualities, demonstrated compassion for others, and broad extracurricular activities. The Admissions Committee also considers the candidate’s motivation and perseverance.

Admissions Policy: “RSDM Students are selected for admission to Rutgers School of Dental Medicine on the basis of scholastic achievement, fitness and aptitude for the study of dentistry, and other personal qualifications. Since success in the dental program depends on a number of related factors in a student's development, of which scholastic accomplishments are only a part, the Admissions Committee also gives consideration to the use of language, special aptitudes, manual dexterity, and motivation. The Board of Trustees of the University has committed itself, the University, and its component units to a policy of equal opportunity without regard to race, color, creed or religion, sex, national origin, age, physical or mental handicaps or disabilities, military status, sexual orientation, marital status, or other factors, prohibited by law. This is the governing principle in student admissions, student services and employment. Rutgers School of Dental Medicine recognizes the value of diversity.”

RSDM is committed to complying with the requirements of the Americans with Disabilities Act. Students may receive reasonable accommodations for disabilities at any time during the application process and during enrollment.

D. Foresight Program
The goal of the Foresight program is to offer guidance to entering year 1 students prior, during, and after their Orientation week at Rutgers School of Dental Medicine. The Foresight Leaders are chosen from the prior year 1 class. They are selected by the Office of Student Affairs to be positive role models for incoming students. They are a diverse group representing different ethnicities, ages, and genders. In addition to smoothing the way for all new dental students, the program aims to facilitate the forming of community among diverse entrants into the predoctoral program. The Foresight Leaders are the first line of defense for new students by providing mentoring and emotional support to help all students develop healthy coping strategies.
Each Foresight Leader is given the name, phone number, and email of a group of incoming students to contact. The goal is to give the incoming students information and answer questions to help them get familiar with their new environment. The Foresight Leaders participate in specifically designated orientation week functions. They also plan evening social activities and run the interim-elections for the new class. After orientation, the mentors are asked to meet informally with their group for lunch once a month for several months and continue as their schedules allow. In addition, they stay available to offer information and support throughout their matriculation in dental school.

E. Houses
The “Houses” is an innovative idea in dental education that originates from the learning community concept. The “Houses” is a student-driven effort that fosters a humanistic and interprofessional atmosphere while promoting a positive educational experience. House activities commence immediately upon the start of orientation with a sorting of the class into each House. Initial House activities include social events to promote a sense of community within the class, and clinic rotations by House in order to establish a connection between the year 3 and 4 students and the clinical program. “Big brother/sister” and “little brother/sister” matches are established between classes to enhance the students’ connections and facilitate sharing of knowledge from the didactic through the clinical and core curriculum. The students remain in the same House through graduation, providing continuity and helping to establish networks throughout the classes.

F. Student Academic Advisor Program
http://sdm.rutgers.edu/students/current/predoctoral/advisor.html
Students who are identified or self-identify as needing academic or personal support are assigned a faculty mentor/advisor to provide assistance. In addition, the Director of Student and Multicultural Affairs consults with students to evaluate their needs regarding study skill development, tutorial services and outside resources. In addition, the Vice Dean, Assistant Dean and Director for Academic Affairs, along with the Director of Student and Multicultural Affairs, meets with each year 1 & 2 student during the year to discuss their transition to dental school. These discussions address the social interactions within the class, the students’ acclimation to the curriculum demands, including discussion of the development of their preclinical hand skills, time management and study methods. These one-on-one meetings are also for the students to get to know the administrators in Academic and Student Affairs and likewise for these administrators to develop a deeper relationship with the students.

G. Curriculum/Competencies
1. The RSDM curriculum incorporates multicultural competency requirements throughout the predoctoral years. In fact, a foundational skill in the RSDM Master Competency List (2.2, noted below) is directed toward this end:
   “Demonstrate communication and interpersonal skills to function in a multicultural work environment.”

2. As the only dental school in New Jersey, RSDM treats patients from extremely diverse communities. Located in Newark, the dental school clinics provide care for a large proportion of underserved minorities and economically disadvantaged citizens. Students learn to treat, communicate with and understand patients from multiple cultural backgrounds, many of whom are non-English speakers with varying levels of education. Students are also educated in the diagnosis and treatment of patients with special needs, many of whom seek care in the RSDM Special Care Treatment Center.

3. The CODE (Community Oriented Dental Education) Program
http://sdm.rutgers.edu/spotlight/code.htm
The Community Oriented Dental Education program is the RSDM expansion of its curriculum beyond dental school walls, thus creating an opportunity for year 4 dental students to treat patients outside of the school and within the community, under faculty supervision. Participating students are also involved in community service projects. The installation of video conferencing equipment
connects all of the sites to the dental school. The students and faculty are able to communicate, consult, and receive lectures and seminars without leaving their assigned CODE site. The patient population is a very diverse one that includes patients with HIV, and migrant workers and their families.

4. The CODE II (Community Oriented Dental Education) Program
The CODE II Program was developed as a result of a RWJ Foundation Grant awarded in 2008 that has now allowed year 4 dental students to rotate for two weeks to the CODE sites noted above. In most instances, the year 4 students have such a positive experience at these community sites that they routinely request another week or more, if possible, to treat patients and complete specific treatment and cases.

5. Special Care Treatment Center
Year 3 and 4 dental students rotate through the Special Care Treatment Center as a part of their Closed Clinic Rotation schedule and are afforded opportunities to review cases and treat patients of all ages within the special needs population, under faculty supervision.

6. The Special Populations Interprofessional Care Experiences (“SPICE”) program has been created to enhance students’ community involvement and to facilitate interprofessional experiences between faculty and students of Rutgers schools of dentistry, medicine, pharmacy, dental hygiene, social work and nutrition. Participating faculty and students will together care for vulnerable and underserved populations in New Jersey, especially patients with special needs. This grant-funded program will coordinate oral health with other health care modalities for the benefit of patients and for the education of various health professions students together.

H. Community Service Requirements
http://sdm.rutgers.edu/community/requirements.htm
Each predoctoral student is required to complete a minimum of 4 hours of supervised volunteer community service each year, either as a healthcare provider in our communities to promote oral health or to provide education in oral health care or oral health screening. The U.S. Census Bureau reports that within Newark City School district, there are 55,985 children who are from families with incomes that are below the poverty level. Children from low income and minority families have poorer oral health outcomes, fewer dental visits, and fewer protective sealants. Participation in treatment of patients in this diverse community is an integral component of the RSDM educational experience.

I. Humanism Policy
http://sdm.rutgers.edu/handbook/index.htm
RSDM makes every faculty, staff and student responsible for humanistic behavior in all aspects of participation in dental school curricula and activities. This responsibility extends to all people, of whatever status or background. The Professionalism and Humanism Program enables RSDM to hold students accountable for maintaining behavior consistent with the Humanism Policy. The RSDM Humanism Policy includes:

“DIVERSITY AND CULTURAL COMPETENCE
Maintaining humanistic behavior among individuals of different races, ethnicities, religions, backgrounds and geographic regions can be both challenging and powerfully educational. RSDM is committed to providing healthcare to a community of patients from varied circumstances and seeks to enroll and employ a diverse student body, faculty and staff. As a result, many opportunities to develop skills in effective communication among individuals of differing backgrounds will naturally occur. RSDM values and promotes these experiences as part of a commitment to the community and to the preparation of students for the practice of compassionate health care in a variety of settings.”
J. Internationally Educated DMD Program
The Internationally Educated DMD Program at the Rutgers School of Dental Medicine is designed to enable qualified dentists educated outside the United States or Canada to earn a Doctor of Dental Medicine (D.M.D.) degree following a special twenty-seven month didactic and clinical program.

K. Internationally Educated DMD Faculty Program
Over the last decade, recruitment of exceptionally qualified faculty has become a significant challenge. In the United States, over 400 full time faculty positions are vacant. The RSDM Internationally Educated DMD Faculty Program is intended for truly exceptional individuals who have a foreign DMD (or its equivalent) and have been identified by a RSDM Search Committee as the most qualified individual for a faculty position at the Rutgers School of Dental Medicine. Graduates of the RSDM Internationally Educated DMD Faculty Program will be prepared as general practitioners who are able to manage the oral health care of the public and be able to serve as clinical faculty at the Rutgers School of Dental Medicine. Their participation and future employment at RSDM will enhance the diversity of the faculty and bring a global perspective to the educational environment.

L. Student Organizations
http://sdm.rutgers.edu/students/current/predoctoral/organizations.html
Among the many student organizations active at RSDM are groups devoted to the welfare and advancement of minority and students with special interests. These student chapters and clubs celebrate the differences amongst our students, but open their doors to any student regardless of their race, cultural or religious background with the common goal to help make the “community” a better place both within our school as well as within the surrounding Newark area. Among these organizations are:

Chapters
American Academy of Developmental Medicine and Dentistry
American Academy of General Dentistry
American Association of Women Dentists
Hispanic Dental Association
Indian Student Dental Association
Student National Dental Association

Clubs/Fraternities
Alpha Omega International Dental Fraternity
Aesthetic Dental Club
Asian American Dental Club
Dental Association for Equality
Dental Business Management Club
Italian Dental Society
Muslim Student Club
Oral Surgery Journal Club
RSDM Health & Fitness Club
Rutgers Society of Implant Dentistry Club

M. Office of Multicultural Affairs
http://sdm.rutgers.edu/about/admin_multicultural.htm
The mission of the Office of Multicultural Affairs is to enhance the professional dental school experience for all students through their interaction with a diverse faculty, staff and community in a culturally sensitive environment.

Goals
Students: To provide support and retention of all students through the promotion of: (1) a positive educational environment that promotes culturally sensitive interactions, (2) sponsoring programs that
address the needs of students on a personal, academic, social and cultural level, and (3) provide oral health experiences in culturally diverse settings in the surrounding community.

Faculty: To support underrepresented faculty/staff, provide training to assist in their roles as mentors and teachers and in particular students of an underrepresented background, and improve diversity relationships amongst the faculty.

Community: To initiate and execute community projects that allow members of the RSDM family to work with the surrounding community to alleviate unmet oral health needs as well as promote cultural sensitivity awareness.

N. From Practice to Preceptor Program (F2P2)
The RSDM FP2P program recruits and trains practicing general and pediatric dentists to prepare them for faculty positions. The aim of F2P2 is to enhance recruitment and retention of a diverse group of faculty who can bring community-based experience to expand the horizons of dental students. The program aims to prepare participating community dentists to:
- Teach in a “competency-based” clinical setting
- Teach in community-based settings located in underserved communities
- Treat vulnerable populations
- Develop cultural and linguistic competencies
- Mentor students and other aspiring faculty

V. REFERENCES AND RELATED POLICIES

A. Disabilities and Students/Applicants of RBHS

B. RBHS Code of Conduct
   http://rbhs.rutgers.edu/compweb/code/conduct.pdf

C. Equal Access in Public Service

D. Equal Education Opportunity

E. Limited English Proficient and Hearing/Speech Impaired Communications

F. Equal Employment Opportunity and Affirmative Action
   http://policies.rutgers.edu/sites/policies/files/60.1.8-%20-%20current.pdf

G. Policy Prohibiting Discrimination and Harassment
   http://policies.rutgers.edu/sites/policies/files/60.1.12-%20-%20current.pdf
LEAVE OF ABSENCE
Students who need to interrupt their studies temporarily must complete the appropriate form below to request a leave of absence and meet with the Vice Dean or designee. Registration is not required during a leave of absence nor will the period of the leave of absence be included in established time limits for the degree.

A leave of absence can be no longer than one academic year. In extreme circumstances and upon the student's written request, the Vice Dean may extend the leave of absence for an additional academic year. Any student request for an additional extension of the leave of absence must be presented to and granted by the Executive Council. No leave of absence will be extended beyond three consecutive academic years.

Prior to making a decision concerning the requested leave of absence, the Director of Student and Multicultural Affairs will consult with the Vice Dean to:

1. Evaluate the impact of the leave of absence on the student's academic program.

2. Determine the student's academic status at the time the request is made. If the request is made while courses are in progress, the department chairs and/or course directors may be asked to provide evaluation of the student's progress to date. Regular grade reports will be used if the request is made at the end of a trimester or academic year.

3. Evaluate the leave's impact on patient care, and if applicable consult, with the Senior Associate Dean for Clinical Affairs and Group Practice Administrator.

If the leave of absence is for reasons of physical or mental health, the student must provide a letter from a qualified healthcare professional supporting the request. The student must also obtain a statement from a health care professional at the end of the leave of absence certifying that the student is able to resume the academic program. The Vice Dean may require that the student be examined by Rutgers Student Health and Wellness Center and/or an outside evaluator prior to readmission to the academic program.

The decision of the Vice Dean will be transmitted to the student in writing. The written communication will also delineate what special conditions, if any, the student must fulfill prior to readmission. The Vice Dean will notify the Executive Council as to the action taken on the student's request for a leave of absence. A student may appeal the decision of the Vice Dean only to the Dean of the dental school. The decision of the dean is final.

When a student is ready to return from the leave of absence, the request for reinstatement must be in writing. The Vice Dean will consider the student's request and make a decision concerning the student's reinstatement based on:
1. The student's academic record
2. Evidence that the circumstances that initiated the leave of absence have been resolved
3. An assessment of the student's potential to successfully complete the curriculum
4. Availability of facilities to accommodate the student

THERE IS NO GUARANTEE THAT THE STUDENT WILL BE REINSTATED.

NOTE: A STUDENT RETURNING FROM A LEAVE OF ABSENCE IS PLACED AT AN APPROPRIATE PLACE IN THE CURRICULUM. THE STUDENT IS REQUIRED TO MEET ALL GRADING AND CURRICULAR REQUIREMENTS OF THE CLASS IN WHICH THE STUDENT IS PLACED ON THEIR RETURN. NO ASSURANCE IS MADE OR IMPLIED THAT A STUDENT WILL FOLLOW THE SAME CURRICULUM AS THE CLASS IN WHICH S/HE BEGAN THE DENTAL PROGRAM.

Form to Request Medical Leave of Absence Due to Maternity
Form to Request Medical Leave of Absence
http://sdm.rutgers.edu/about/pdf/Regular-Medical-Leave-Requests.pdf

Military Leave of Absence
Students who must suspend their enrollment in response to a call to active military duty are subject to the University’s policy on “Military Leave from Academic Programs” which is on the Internet at: http://policies.rutgers.edu/sites/policies/files/10.3.5-current.pdf

SIGNING OUT PRIOR TO THE LEAVE OF ABSENCE
A student applying for a leave of absence must execute a sign-out form, return all loan equipment and settle all indebtedness within five (5) working days of the date of application for the leave. In the event loan equipment and other debts are not resolved within five (5) working days of the date of application, the student will be given a five (5) day extension to settle all accounts. The leave of absence can then be granted with the effective date coinciding with the original request.

All emergency leaves of absence that result in outstanding loan equipment and/or other indebtedness must be resolved before the student is eligible to be readmitted to the dental school.

If a student requests a leave of absence, the student must complete steps 1-5 as noted below before the leave is granted. A student who fails to complete the listed steps will not be considered for reinstatement.

1. Return all loan equipment.
2. Place all leased equipment in an appropriate container and return the equipment to the Office of Clinical Affairs. A determination will be made to ascertain any lost items.
3. Provide a certified check for the replacement cost of all lost equipment.
4. Complete payments for all financial obligations on file in the Cashier's Office (Office of Administration and Finance).
5. When appropriate, provide a completed patient review approved by the Office of Clinical Affairs which includes payment for all completed treatment by student or patient as stated in the clinic manual.

A student who leaves the dental school in possession of loan or leased equipment, unpaid financial obligations and/or an incomplete patient record review, will be subject to legal action. The dental school's Office of Administration and Finance will initiate the appropriate legal action based on consultation with the University's Office of Legal Management.

The student's file will be closed to requests for release of information until all loan equipment is returned and/or financial obligations paid.

STUDENT INVOLUNTARY LEAVE OF ABSENCE AND INVOLUNTARY WITHDRAWAL
A student who is unable to safely participate in the RSDM program may be involuntarily withdrawn or placed by the school on a leave of absence. This is a very serious measure, which must be handled only through the Office of Student Affairs, in consultation with the Rutgers Office of General Counsel.
OMBUDSPERSONS
RSDM has named one or more faculty members as Student Ombudspersons to serve as informed, neutral parties to assist students in resolving problems within the school. Assistance may be provided to help resolve student conflicts with each other, with faculty or with staff and administration.

Dr. Ival McDermott - ivalg@rutgers.edu (973) 972-3851
Dr. Abhinav Wadkar – wadkarap@sdm.rutgers.edu (973) 972-0322

OMBUDS POLICY
Policy Name: Student and Housestaff Ombuds at RBHS
Approval Authority: RBHS Chancellor
Originally Issued: 05/09/02
Revisions: 11/22/11, 04/17/13

Who Should Read This Policy
All Rutgers University faculty, staff, and students within Robert Wood Johnson Medical School, School of Health Related Professions, Rutgers School of Dental Medicine, New Jersey Medical School, Graduate School of Biomedical Sciences, School of Public Health, and School of Nursing (former UMDNJ School of Nursing).

Related Documents (refer to policies.rutgers.edu for additional information)

DEFINITIONS
A. Student & Housestaff Ombuds are appointed by the Dean of each RBHS school as outlined in section 1. Student & Housestaff Ombuds’ responsibilities are typically a collateral function assigned to a faculty or staff member, and focuses on providing Ombuds services to their school’s students and housestaff.

B. Ombuds refers to the schools’ Student & Housestaff Ombuds.

C. A visitor is a student or member of the housestaff who voluntarily communicates with their school’s Student and Housestaff Ombuds, in order to express a concern, seek guidance, or impart information.

D. A third party is a member of the University community who is contacted by an Ombuds, in order to obtain information, or for the purpose of addressing a visitor’s concern.

E. Notice is a formal communication of a University-related issue or concern by a visitor or a third party to Rutgers through established formal channels.

POLICY
A. Each RBHS Dean shall designate an individual at his/her School as an Ombuds to serve as a resource for students and housestaff, and to guide them in the evaluation of options for resolving University-related concerns. Student & Housestaff Ombuds will be independent of the offices and individuals who have notice, compliance, regulatory, enforcement, adjudicatory and disciplinary functions with respect to students and housestaff. The Student & Housestaff Ombuds will have the ability to approach any individual within the School or University administration to facilitate problem resolution.

B. The Student & Housestaff Ombuds 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.
C. The RBHS Vice Chancellor for Academic Affairs is responsible for setting the minimum training and certification standards for all Student & Housestaff Ombuds.

D. Confidentiality
   i. Except as noted in Sections VI.D.3. and VI.D.5., Ombuds hold all communications with those seeking assistance in strict confidence, and do not disclose confidential communications unless given express permission to do so by the visitor.

   ii. The University does not consider communications made to Student & Housestaff Ombuds, to be notice to the University or any of its Schools and component business units. Ombuds neither act as agents for their School or the University, nor do they accept notice on its behalf. However, Ombuds may refer visitors to the appropriate place where formal notice can be made.

   iii. Ombuds will disclose confidential information when there appears to be an imminent risk of serious harm to either an individual, property, or to the University, where there is no other reasonable option. Except in emergent situations, when disclosure is contemplated, Student & Housestaff Ombuds should first notify the RBHS Vice Chancellor for Academic Affairs for his/her concurrence. Except under emergent circumstances, the determination of whether this risk exists is to be made only by the RBHS Vice Chancellor for Academic Affairs at his/her discretion.

   Student & Housestaff Ombuds will also disclose confidential information when required to do so by law, after first receiving concurrence from the RBHS Vice Chancellor for Academic Affairs. Visitors will be advised prior to disclosures being made under this section. Any such disclosures will be made in a manner and to the extent possible, of protecting the identity of the visitor. To prevent individuals from divulging information with an incomplete understanding of this possibility, the limitations on the confidentiality of communications to the Ombuds shall be clearly written, published, distributed and explained to students and housestaff before any consultation with an Ombuds.

   iv. When third parties are contacted by an Ombuds, in order to obtain information or in furtherance of addressing a concern from an originating visitor, these communications too, will be kept confidential.

   v. Ombuds will not testify at any formal process within the University, and shall resist testifying in any formal process outside of the University. Confidential communications may be disclosed if a Student & Housestaff Ombuds is mandated to do so through court order or subpoena, and after first notifying the RBHS Vice Chancellor for Academic Affairs. In such instances, the University will vigorously seek to limit the scope of the disclosure.

   vi. Student & Housestaff Ombuds may maintain and provide their Dean, and senior management with demographic, statistical and trending data, so long as visitors’ confidentiality is not compromised. Ombuds may identify trends, issues and concerns about policies and procedures, including potential future issues and concerns, without breaching confidentiality or anonymity, and provide recommendations for responsibly addressing them. The RBHS Vice Chancellor for Academic Affairs will ensure consistency in data collection, and that the data collected adheres to the Ombuds’ standards of practice. Written records or reports about specific individuals or cases will not be maintained.

   vii. The decision to waive confidentiality, under Sections VI.D.3. and VI.D.5., belongs solely to the RBHS Vice Chancellor for Academic Affairs, rather than to any party at issue. Requests for Student & Housestaff Ombuds to waive confidentiality must be forwarded to the RBHS Vice Chancellor for Academic Affairs for concurrence. By taking advantage of the services offered by an Ombuds, visitors implicitly agree to also be bound by these rules of confidentiality.
viii. Communications made under this subsection between Student & Housestaff Ombuds and the RBHS Vice Chancellor for Academic Affairs, relating to specific visitors or concerns, are not considered a disclosure of confidential information under this policy.

ix. Members of the University community may not inquire about confidential communications made to or by an Ombuds.

E. Neutrality/Impartiality

i. Ombuds are designated neutrals, and thus remain unaligned and impartial, and should not engage in any situation which could create or give the appearance of a conflict of interest.

1. If a specific concern brought to a Student & Housestaff Ombuds relates to an individual who is in a supervisory/subordinate “chain of command” position, or is a member of the same department, the Student & Housestaff Ombuds must refer the visitor to the RBHS Vice Chancellor for Academic Affairs for a referral to another Student and Housestaff Ombuds who is not in a supervisory/subordinate “chain of command” position.

2. If a specific concern brought to a Student & Housestaff Ombuds relates to an individual with whom the Student & Housestaff Ombuds shares a professional or personal relationship and which may impact, or appear to impact, on the Student & Housestaff Ombuds neutrality, then that visitor should be referred to the school’s alternate Student and Housestaff Ombuds, if one has been appointed, or to the Student and Housestaff Ombuds of another school. The RBHS Vice Chancellor for Academic Affairs may be of help in making this referral.

ii. Ombuds advocate for fair and equitably administered processes, and do not advocate on behalf of any individual, the School or University.

iii. Ombuds have a responsibility to consider the legitimate concerns and interests of all the individuals affected by the matter under consideration, helping to develop a range of responsible options to resolve problems and facilitate discussion to identify the best option. They may provide students and housestaff with information on resources available within and outside of the University, clarify policies and procedures, and serve as a neutral informal conflict resolution office. Ombuds will not advocate for the exercise of a particular option. That decision remains solely with the individuals involved.

iv. Ombuds may bring to management’s attention those policies and procedures that are inherently unfair, or are applied in an unfair manner, or may be failing to accomplish what was intended. Ombuds may suggest (but not mandate or implement) corrective action.

F. Individual’s Responsibility to Report

This policy does not diminish an individual’s responsibility to report illegal or wrongful conduct under the University or School’s Code of Conduct/Honor Code, or as specified under University policies, such as: Student Rights, Responsibilities & Disciplinary Procedures.

G. Protection Against Retaliation

The University strictly prohibits retaliation against any member of the University community, including students and housestaff, because they have communicated with an Ombuds. All allegations of retaliation should be reported to the Ethics & Compliance Helpline.
EXHIBIT
What Ombuds Offices DO; What Ombuds Offices DO NOT DO Adapted from information provided by the International Ombudsmen’s Association

What Ombuds Offices DO:
- Listen and discuss questions, concerns, and complaints
- Help evaluate various options to address concerns
- Answer questions or help find others who can
- Explain University policies and procedures
- Facilitate communication between people
- Advise individuals about steps to resolve problems informally
- Advise individuals about formal and administrative options
- Mediate disputes to seek "win-win" resolution of problems
- Make appropriate referrals when informal options do not work
- Point out patterns of problems/complaints to administrators
- Suggest to administrators changes to policies and procedures

What Ombuds Offices DO NOT DO:
- Participate in formal grievance processes
- Serve as an “agent of notice” for the School or University
- Make administrative decisions for administrators
- Reverse administrative decisions or findings
- Conduct formal investigations
- Determine "guilt" or "innocence" of those accused of wrong-doing
- Assign sanctions to individuals
- Maintain permanent records, notes, or reports identifiable to specific visitors

PERSONAL CONFLICT RESOLUTION PROCEDURES
(Amended by Executive Council December 19, 2014)
Whenever conflicts or potential conflicts arise between a student and faculty, or a student and another student, the following steps should be taken:
1. Whether the conflict involves an individual or an entire class, the first level of resolution is always between the class member(s) and the faculty member(s) involved. Failing resolution at that level, it should next be brought to the department chair, unless he/she is the faculty member in question. If resolution is not accomplished, the matter is brought to the Office of Student Affairs, who will decide what further action, if any, should be taken.
2. In presenting a grievance to the Office of Student Affairs, a written statement should be prepared giving as much detail as possible. All attempts will be made to resolve the problem with a minimum of delay. In seeking resolution, the Office of Student Affairs may refer the matter to the Student/Faculty Relations Committee or another appropriate committee or resolve the matter directly.
3. When a conflict implicates principles of humanism or professionalism, the participants shall review the RSDM policy on Professional Conduct and Ethics and the policy on Humanism for guidance in reaching a resolution.
PROFESSIONALISM AND HUMANISM POLICY
In accordance with ADA accreditation standards, RSDM has established a Professionalism Program and a Policy on Humanism.

CODA Accreditation Standard
1-3 The dental education program must have a stated commitment to a humanistic culture and learning environment that is regularly evaluated.

RSDM PROFESSIONALISM and HUMANISM PROGRAM
(Amended by Executive Council 12/19/14, 4/18/17)

Introduction
The goals of RSDM pre-doctoral education include not only development of an understanding of what it means to be a health care professional, but also cultivation of behaviors that demonstrate students have incorporated professionalism and humanism into their self-concept. Professionalism is demonstrated through a foundation of clinical competence, communication skills, and ethical and legal understanding, upon which is built the aspiration to and wise application of the principles of professionalism: excellence, humanism, accountability, and altruism (Stern, 2006, p. 19). Humanism is a commitment to collaboration, respect, cooperation and harmonious relationships between and among administrators, faculty, students, staff and alumni. In the context of patient care, it means a commitment to putting the patient first and compassionately caring for every participant in the healthcare environment. (RSDM Policy on Humanism)

In this Code, the use of the term “professionalism” shall be interpreted to include “humanism.” Additional use of the term “humanism” below is for emphasis, not to imply that “humanism” is not required when it does not appear.

These goals are part of pre-doctoral education in not only all academic and clinical settings but are expected to extend to comportment in everyday life. As future health care professionals, RSDM students prepare to enter the world as care givers entrusted with the well-being of patients and their families. The public will depend on these individuals to be skilled and trustworthy. A degree from RSDM certifies that the graduate has demonstrated as a student the conduct expected of a professional.

Each Rutgers school must educate its students in the standards of honor and professionalism expected of them. The Dean of Rutgers School of Dental Medicine has set an example by addressing the incoming class on the nature of professional responsibility at the annual “White Coat” ceremony witnessed by students’ family and friends:

“As a health professional you...have very special responsibilities, responsibilities that go beyond what many traditionally think of dentistry. As leaders in your communities, people will look to you for information, guidance and action. It is important that not only you know what is right, but that your actions reflect what is right. The white coat, which you are receiving today, is more than just a piece of clothing which protects your street clothing. It is a symbol of knowledge, trust, respect and tradition. Many people look at a white coat with awe. It embodies all that is good in humanity. But with the white coat comes responsibility, responsibility to always act with integrity, responsibility to educate, responsibility to be a leader in your community and responsibility to give back and assist those who are less fortunate.”

The Professionalism and Humanism Evaluation program and the attached materials can be used to promote students’ professional growth. The key areas assessed are: reliability and responsibility; honesty and integrity; maturity; interactions with patients; and, relationships with students, faculty and staff. A structured process affords faculty with opportunities to provide students feedback to assist in their development.
Non-professional behavior occurring either inside or outside a classroom/laboratory or clinical setting can be addressed via this process. Actions or behaviors that fall within the realm of the honor code will continue to be addressed through regular disciplinary mechanisms.

Goals and Objectives
While the overall goal of the program is to promote professionalism and humanism, there are several sub-goals with objectives included:

- **Goal 1**: To promote and ensure an atmosphere of professionalism, humanism civility, and respect;
  - Conduct faculty, and staff development seminars
  - Integrate development and assessment of professionalism and humanism in the undergraduate curriculum and in all educational/clinical settings

- **Goal 2**: To promote professionalism and demonstrate humanism outwardly in all RSDM student, staff and faculty interactions with community
  - Assess professionalism, civility and respect within every patient encounter within every department
  - Provide clear expectations to faculty, staff and students

- **Goal 3**: To fulfill the school’s academic mission of instilling professionalism in its graduates
  - Each course will require the maintenance of professional and humanistic behaviors. During introductory remarks concerning syllabus, policies, etc. expectations of professionalism and humanism will be noted
  - Where applicable, courses will integrate the teaching of professionalism and humanism with course content
  - Addition of professionalism and humanism content to every year of curriculum

- **Goal 4**: To enable the early identification and counseling of individuals with deficiencies in these areas
  - Establish mechanism for deficiencies to be identified
  - Establish mechanism for identified individuals to be counseled concerning expectations and acceptable behaviors
  - Establish progressive remediation activities and involvement of Student Academic Performance Committee for repeat/uncorrected deficiencies

- **Goal 5**: To recognize exemplary professional and humanism conduct
  - Establish process to collect information concerning students demonstrating outstanding acts of humanism and professionalism
  - Establish an award for professionalism to be awarded at the senior awards ceremony along with annual awards as approved by the course directors and the dean.
  - Through the Faculty Affairs committee establish a process and award for outstanding faculty professionalism and humanism

Assessment of Professionalism and Humanism
The dental school provides both professional training and health care services. To patients, each student and faculty member stands as a representative of their colleagues, present and potential. Therefore, each must show respect for the other. Errors of judgment, poor clinical performance or other shortcomings should not be discussed in front of patients, staff, other students or faculty. Common sense and common courtesy require that criticism be voiced privately and only to the individual concerned. Patient confidence in the skill of students or of the faculty supervising them will not be promoted by harsh verbal exchanges about clinical competence or signs of disrespect and hostility.
In order to guide members of the dental school community in accepted elements of humanism, the dental school promotes the standards expressed by the Gold Foundation for Humanism in Medicine:

The humanistic healthcare professional demonstrates the following attributes “I.E., C.A.R.E.S.”

**Integrity:** the congruence between expressed values and behavior  
**Excellence:** clinical expertise  
**Compassion:** the awareness and acknowledgement of the suffering of another and the desire to relieve it  
**Altruism:** the capacity to put the needs and interests of another before your own  
**Respect:** the regard for the autonomy and values of another person  
**Empathy:** the ability to put oneself in another’s situation, e.g., physician as patient  
**Service:** the sharing of one’s talent, time and resources with those in need; giving beyond what is required.”

- **Unsatisfactory Student Conduct**
  
  When a faculty or staff member witnesses or becomes aware of student conduct that is deficient in professionalism or humanism in connection with a course, he or she completes and signs the “RSDM Professionalism and Humanism Evaluation Form” and reviews it with the course director. The course director in consultation with the Office of Student Affairs will determine if the matter is more appropriately handled through a disciplinary process or through the professionalism evaluation process. If it is determined that the matter is more appropriate for the professionalism evaluation program, the course director and involved faculty will meet with the student. When the student has an acceptable explanation/response that refutes or negates the content of the form, the Course Director will not bring the form forward, and the matter ends. Otherwise, the student will sign the form and has an opportunity to provide written comments. Afterwards, the Course Director will bring the completed form to the next scheduled Ad Hoc Committee of Course Directors (Professionalism Review Committee) for review. The Professionalism Review Committee will consist of 5 selected Course Directors (voting) from both didactic and clinical courses from years 1-4 of the predoctoral curriculum, and will be chaired by the Vice Dean (non-voting).

  If a faculty or staff member witness or become aware of student unprofessional conduct outside of a course, he or she completes and signs the “RSDM Professionalism and Humanism Evaluation Form” and reviews it with the Office of Student Affairs. If the matter is not more appropriate for disciplinary review, the Office of Student Affairs will meet with the complaining faculty/staff and student, hear his/her account of the event, and have him/her sign the form/add comments. If the student explanation is not acceptable or does not negate concerns, OSA will add the item to the agenda for discussion at the next Professionalism Review Committee meeting.

  The Professionalism Review Committee will determine if the conduct warrants formal processing.
  - For first affirmed form: a formal counseling meeting and a letter of concern (OSA file)
  - For second affirmed form: a letter of unprofessional conduct in student file affecting Dean’s recommendation letter
  - For third affirmed form: referral to the Student Academic Performance committee (SAPC)

- **Exemplary Student Professionalism or Humanism**
  
  When a student displays exemplary professional or humanistic conduct in the presence of any faculty member, or if the faculty member becomes informed of such a demonstration, he or she may complete and sign the “RSDM Professionalism and Humanism Evaluation Form.” Because nomination does not guarantee receipt of the award, students should not be asked to review and sign the form, or informed of the nomination. The faculty member will bring the form to the Office
of Student Affairs, that will notify Professional Review Committee of the nomination to be voted upon by the Professional Review Committee and the final name or names will be forwarded to the Dean for review and approval. Any number of approved awards may be given (i.e., it does not need to be one student per class year, there could be three in one class and zero in another). Awards will be presented an annual white coat ceremony jointly by the Dean and the faculty who nominated the student. An award for professionalism for a member of the fourth-year class will be presented at the awards recognition ceremony.

- **Faculty Unprofessional Conduct**
  The entire RSDM community is held to standards of professionalism and humanism. When a faculty member witnesses or becomes aware of unprofessional conduct by a fellow faculty member, when appropriate, it is hoped that the matter can be discussed and resolved by a collegial conversation between the two individuals. However, in cases when resolution is not reached, the faculty may consult with the chair of the Faculty Affairs Committee concerning the possibility of that committee mediating or hearing the issue. When a student witnesses or becomes aware of faculty unprofessional conduct, he or she may contact the Office of Student Affairs, who can determine if the matter is more appropriately handled through a supervisory/disciplinary process or through the ombudsperson.

- **Exemplary Faculty Professionalism or Humanism.**
  To recognize exemplary professional and humanism conduct, the Faculty Affairs Committee established a process and award for outstanding faculty professionalism and humanism. Any faculty member could forward a recommendation in writing for the Faculty Affairs Committee’s consideration of a Faculty Award in Professionalism and Humanism.

- **Staff Unprofessional Conduct**
  As previously noted, the entire RSDM community is held to standards of professionalism and humanism. When a faculty or staff member witnesses or becomes aware of unprofessional conduct by a staff member, when appropriate, it is hoped that the matter can be discussed and resolved by a collegial conversation between the two individuals. However, in cases when resolution is not reached, the issue may be discussed with the staff member’s supervisor. When a student witnesses or becomes aware of staff unprofessional conduct, he or she may contact the ombudsperson directly or Office of Student Affairs.

- **Exemplary Staff Professionalism or Humanism.** (To be developed by the Administrative Staff.)

**Policy on Humanism at Rutgers School of Dental Medicine**
(Approved by Executive Council 12/19/14)

**Definitions:**

**Humanism** means a commitment to collaboration, respect, cooperation and harmonious relationships between and among administrators, faculty, students, staff and alumni. In the context of patient care, it means a commitment to putting the patient first and compassionately caring for every participant in the healthcare environment.

**Professionalism** means adhering to the standards of the dental profession through the demonstration of excellence in clinical competence, communication skills, ethical and legal understanding and accountability. Professionalism also implicates the exercise of humanistic ideals through conduct that results in putting patients’ interests first and behaving respectfully and compassionately toward everyone in the clinical and learning environment.

**The Difference between Humanism and Professionalism** is the subject of some debate. Although the two concepts are closely related, it can be argued that a healthcare provider can be acting professionally...
without demonstrating humanism and vice versa. For example, a healthcare provider may uphold professional standards of care in diagnosis and treatment without fully addressing a patient’s needs for adequate communication, acknowledgement of his feelings, or comfort. On the other hand, a provider may be caring, empathetic and communicative without providing professionally acceptable treatment.

The aim at RSDM is to foster the development of both principles into an integrated manner of thinking and behaving, with humanism as a foundational value in concert with professionalism. As one scholar suggests regarding healthcare education, “Let them learn to subordinate their medical, professional identity to their essential human character, for our goal is physicians who see their medicine as part of a commitment to humanism, not physicians who superficially incorporate values of humanism into their picture of medicine.”

POLICY:

1. STANDARDS
   a. RSDM adheres to the standards for dental education established by the Commission on Dental Education (“CODA”), which requires that students achieve competency in many areas, all culminating in “…the habitual and judicious use of communication, knowledge, critical appraisal, clinical reasoning, emotions, values and reflection in daily practice for the benefit of the individuals and communities served.” “The dental education program must have a stated commitment to a humanistic culture and learning environment that is regularly evaluated.”
   b. RSDM supports the model for practicing humanism established by the Gold Foundation for Humanism in Medicine:

   “The humanistic healthcare professional demonstrates the following attributes I.E., C.A.R.E.S.
   Integrity: the congruence between expressed values and behavior
   Excellence: clinical expertise
   Compassion: the awareness and acknowledgement of the suffering of another and the desire to relieve it
   Altruism: the capacity to put the needs and interests of another before your own
   Empathy: the ability to put oneself in another’s situation, e.g., physician as patient
   Respect: the regard for the autonomy and values of another person
   Service: the sharing of one’s talent, time and resources with those in need; giving beyond what is required.”
   c. Essential to the achievement of the standards and goals enumerated above is for faculty and staff to serve as appropriate role models for students and to create an environment of humanism within the school. Accordingly, faculty and staff are expected to inculcate “…respect, tolerance, understanding, and concern for others,” and every member of the RSDM community must be dedicated to supporting “a learning environment characterized by respectful professional relationships.”

2. CURRICULUM
   a. The RSDM educational programs shall include, during each year of instruction, requirements that students master an understanding of the concepts of humanism and that they apply humanistic ideals as they progress through the program. The faculty shall ensure that instruction in humanistic behavior is included in both didactic and clinical training throughout the curriculum.
   b. Regular assessment of student achievement in this area shall be conducted, and lapses in desirable behavior must be reviewed with the student, with remediation and
appropriate follow-up in accordance with RSDM academic and disciplinary policies, as applicable.  
c. Regular evaluation of curricular content in humanism shall be conducted in the same manner as curriculum review for other required competencies.

3. DIVERSITY AND CULTURAL COMPETENCE  
a. Maintaining humanistic behavior among individuals of different races, ethnicities, religions, backgrounds and geographic regions can be both challenging and powerfully educational. RSDM is committed to providing health care to a community of patients from varied circumstances and seeks to enroll and employ a diverse student body, faculty and staff. As a result, many opportunities to develop skills in effective communication among individuals of differing backgrounds will naturally occur. RSDM values and promotes these experiences as part of a commitment to the community and to the preparation of students for the practice of compassionate health care in a variety of settings.

4. DEVELOPMENT OF HUMANISM  
a. Faculty and staff are responsible for assuring that students and patients witness civil, benevolent behavior among the members of the RSDM community, so that students are acculturated to treat others supportively and so that patients are confident that they are valued and understood.  
b. Faculty committees responsible for appointments, promotions, admissions, faculty affairs, faculty development and search committees shall incorporate assessment of humanistic content or conduct in their consideration of the matters with which they are charged.  
c. RSDM shall establish educational resources, such as materials and/or programs, to promote the application of humanistic conduct among the faculty, staff and students of the school.  
d. RSDM shall encourage faculty and student participation in inter-professional activities and promote collaboration with other health care professionals.  
e. RSDM shall periodically assess the cultural environment at the school by evaluating the understanding and application of humanism through surveys, focus groups or other appropriate means. Results of such assessments shall be analyzed to identify and implement steps to enhance the culture of humanism.

5. RECOGNITION OF HUMANISM IN ACTION  
a. Recognition of excellence in applying humanistic ideals shall be incorporated into criteria for choosing recipients of appropriate student, faculty and staff awards at RSDM. Awards and honors specifically addressing excellence in humanism may be established.  
b. Exemplary role models and mentors shall be recognized during performance evaluations.  
c. Supervisors of faculty, staff and students who demonstrate lapses in application of humanistic ideals shall attempt to remediate the situation, if appropriate, and address the lapse in accordance with applicable policies.

6. RELATED POLICIES  
a. RSDM Professionalism Program  
b. Essential Functions For Admission And Matriculation To School Of Dental Medicine  
c. Rutgers Policy on Academic Freedom and Professionalism  
d. University Code of Ethics  
e. Personal Conflict Resolution Procedures  
f. Policy Prohibiting Discrimination and Harassment  
g. Student Complaint Policy  
h. Student Rights, Responsibilities and Disciplinary Procedures

7. REFERENCES  
1. Commission on Dental Accreditation. Accreditation Standards for Dental Education Programs
Advancing Humanism in Medical Education

Anthony L. Suchman, MD, MA 1,2

The most powerful influence on students’ emerging professional identities and values is the informal curriculum—the way students see people treating each other and the way they themselves are treated.8 The finest formal curriculum on humanism can be undermined if cynicism, disrespect, and depersonalization are part of the organizational cultures of the schools, hospitals, practices, and clinics in which they are learning.9 So if a school is really serious about fostering a humanistic approach among its graduates, it will foster faculty development programs to disseminate methods for creating supportive and collaborative learning environments. It will choose its students based on their humanistic and relational capacities, not only on their academic performance. It will develop systems of leadership development, feedback, and accountability to assure that its leaders are creating positive working environments for the faculty, staff, and students. It will charge its search committees with assessing the emotional intelligence and relational capacity of candidates for leadership positions. It will provide its standing committees (especially those charged with minding the organizational culture, e.g., committees on professional standards, quality, and academic integrity) with ongoing opportunities to reflect on the values implicit in and propagated by their policies and procedures.

PROFESSIONAL EVALUATION FORMS

Enrollment in RSDM as a whole as well as in each RSDM course requires the maintenance of professional behavior. Exemplary performance and deficiencies will be reported using the Professionalism evaluation form which can be included in syllabi and is reproduced on the next page.

RSDM Professionalism Evaluation Form

Date: __________________________
RSDM SOCIAL MEDIA POLICY
(Approved by RSDM Executive Council, July 8, 2015)

I. PURPOSE

To establish policy on rights and responsibilities of members of the RSDM community regarding use of social media and to govern social media outlets operated by and for RSDM and its faculty, staff, students and organizations.

II. DEFINITIONS
“Social Media” are the collection of internet tools that facilitate collaboration and information sharing. Online communities and hosted services include electronic learning platforms, social networking sites, video and photo sharing sites, wikis, blogs, virtual worlds and other emerging technologies. This policy applies to participation with all such tools, whether authorized by the University or not.

“Users” are individuals within the RSDM community, such as faculty, staff and students, who participate in social media.

III GUIDANCE FOR USERS OF SOCIAL MEDIA

RSDM respects the rights of its faculty, staff and students to engage in public communications and encourages the free flow of ideas. However, any online communication has potential exposure that is more widespread and lasting than many other types of expression. Because of this enhanced potential for harm, as well as benefit, social media must be used with a special concern for honesty, respectfulness and professionalism.

Many universities, corporations and organizations have published best practices for posting on social media. A small sample of these published guidelines appears below, with attribution to the publishing organization. Please use these guidelines and links to inform your use of social media and, for RSDM specific rules, refer to all of the provisions of this policy and to links to related policies provided in Section V.

**Ball State University:**
https://cms.bsu.edu/-/media/WWW/DepartmentalContent/Library/Copyright/PDFs/BallState_SocialMediaPolicy.pdf

“Think twice before posting: Privacy does not exist in the world of social media. Consider what could happen if a post becomes widely known and how that may reflect both on the poster and the university. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you wouldn’t say it at a conference or to a member of the media, consider whether you should post it online.”

**NPR:**
http://ethics.npr.org/tag/social-media/

“Remember that the terms of service of a social media site apply to what you post and gather on that site. The terms might allow for material that you post to be used in a different way than you intended. Additionally, law enforcement officials may be able to obtain by subpoena anything you post or gather on a site without your consent -- or perhaps even your knowledge.”
“Be circumspect about your behavior, even when the exchange feels private or anonymous. Even an email to a trusted recipient can be made public, with or without the recipient’s knowledge or consent.”

University of Michigan:
http://www.voices.umich.edu/docs/Social-Media-Guidelines.pdf

“SAFETY & PRIVACY TIPS FOR SOCIAL MEDIA NETWORKING”
The internet is open to a worldwide audience. When using social media channels, ask yourself:

1. Did I set my privacy setting to help control who can look at my profile, personal information and photos? You can limit access somewhat but not completely, and you have no control over what someone else may share.
2. How much information do I want strangers to know about me? If I give them my cell phone number, address, email, class schedule, a list of possessions (such as my CD collection) how might they use it? With whom will they share it? Not everyone will respect your personal or physical space.
3. Is the image I’m projecting by my materials and photos the one I want my current and future friends to know me by? What does my profile say to potential faculty members/advisors? Future graduate school/internship interviewers? Potential employers? Neighbors? Family? Parents? Which doors am I opening and which am I closing?
4. What if I change my mind about what I post? For instance, what if I want to remove something I posted as a joke or to make a point? Have I read the social networking site’s privacy and caching statements?
   Removing material from network caches can be difficult. Posted material can remain accessible on the internet until you’ve completed the prescribed process for removing information from the caching technology of one or multiple (potentially unknown) search engines.
5. Have I asked permission to post someone else’s image or information? Am I infringing on their privacy? Could I be hurting someone? Could I be subject to libel suits? Am I violating network use policy or HIPAA privacy rules?
6. Does my equipment have spyware and virus protections installed? Some sites collect profile information to SPAM you. Others contain links that can infect your equipment with viruses that potentially can destroy data and infect others with whom you communicate. Remember to back up your work on an external source in case of destructive attacks.”

Sutter Health and Affiliates

“Protect the patient.”
Don’t post personal health information – or anything, including photos – that may reveal a patient’s identity. Sometimes, even general statements about a patient can contain enough information for a community member to recognize the patient – therefore, violating the Health Insurance Portability and Accountability Act (HIPAA), state law, and possibly related Sutter Health policies.

Pause Before You Post.
Be aware that anything you share is available on the World Wide Web – despite strict privacy settings. So think before you post – if you wouldn’t wear it on a T-shirt or display it on a billboard, then don’t post it.”
IV. POLICY

A. General Provisions

1. RSDM faculty, staff and students must follow the same standards of conduct online as required in other areas of life. The same laws, policies and professional expectations for interacting with faculty, students, patients, employees and the public apply to use of online media as to any other form of communication. All University, RBHS and RSDM policies and procedures apply to online conduct as to any other conduct. Individuals who violate this Social Media policy may face sanctions that include suspension and/or termination from employment or student status.

2. Since postings on social media have the potential for widespread dissemination, extra caution is necessary to avoid adverse consequences of improvident or hurtful communications. Any disciplinary action taken as a result of such dissemination may result in sanctions that are more severe than might be applied to conduct which does not impact a large number of people.

3. When utilizing University equipment or communication resources (including University email accounts and personal email accounts with passwords), users of social media cannot assume that they have a right to privacy on any communications, blogs, statements, posts, photographs etc., whether made during or after school or work hours. The University reserves the right to monitor all such communications made using University resources, and all such information may be stored and saved on University servers.

4. Faculty, staff and students may not post any material on social media outlets that includes intellectual property belonging to another party, without that party’s express permission. For example, recordings or images from classroom, laboratory or clinical instruction may not be posted without the approval of the faculty and/or student(s) recorded or participating in the educational experience. Educational materials created by faculty or staff may not be posted online by students without the express permission, confirmed in an email, of the individual who created it.

5. Disclosure of patient information of any kind is regulated by federal and state law, including HIPAA, and is also subject to University policies. Material in any way related to patients is particularly sensitive and may not be posted on social media outlets unless expressly permitted by University policies such as, Standards for Privacy of Individually Identifiable health Information, 100.1.9 and Uses and Disclosures of Health Information With and Without an Authorization 100.1.1. Any questions concerning disclosure of patient information and the applicability of related University policies should be directed to the RSDM Office of Academic Affairs or RSDM Office of Clinical Affairs.

6. Disclosure in social media of information related to a situation that might be considered a crisis (e.g., a crime, injury or disciplinary matter) can violate privacy rights and cause harm to others and may not be posted without permission by the RSDM Office of Student Affairs or Office of Academic Affairs.

7. University policy, Use of Personally-Owned Mobile Communication Devices/Recording Devices on University Premises, 60.9.6, is applicable to Rutgers employees. This Social Media policy extends the application of policy 60.9.6 to all RSDM faculty and students. Material obtained in violation of the policy may not be disseminated on social media. An example of a prohibition that applies to faculty, staff and students is explained in this provision:

“It is expected that faculty and staff will respect the privacy of other individuals in the workplace and educational setting, and that secret recording of individuals without their knowledge is not compatible with the mission of universities to foster an open exchange of ideas. While realizing that recordings may serve many legitimate academic and workplace purposes, the University does not condone recording of individuals who are unaware that such recordings are being made In order to promote an environment of trust and collegial academic sharing, the University expects that any recording will be
done only with the prior consent of the parties involved. Covert/secret recording of any conversation or meeting occurring at the workplace or educational setting, including any classroom or other educational experience, or conversations or meetings off site that deal with workplace or educational matters of official concern is prohibited.”

8. Many social media outlets in which RSDM faculty, students and staff participate are not controlled by RSDM or the University. This policy nevertheless applies to use of any social media or electronic communication where the use contravenes rights and responsibilities of the user as a member of the RSDM community. Examples of postings that may implicate law, policy, codes of conduct or other rules include:
   a. Materials whose dissemination would violate RSDM, RBHS or University policies, or violate regulations and/or laws that protect the confidentiality of patients, students, employees and other individuals (e.g. Standards for Privacy of Individually Identifiable Health Information, 100.1.9; Uses and Disclosures of Health Information With and Without an Authorization; 100.1.1; Educational Use of Copyrighted Works, 50.3.16; Family Educational Rights and Privacy Act).
   b. Institutional information identified by RSDM or University policy to be confidential and/or private (e.g. Rutgers Information Protection and Security: https://rusecure.rutgers.edu).
   c. Information listed as “restricted” or “internal” in the Appendix (Information Classification Table) to the University policy, Information Classification, 70.1.2.
   e. Materials which contain incitement to imminent lawless action, threats of violence, bullying, harassment or unprofessional conduct that would constitute a violation of any applicable policy or code of conduct (e.g. Policy Prohibiting Discrimination and Harassment, 60.1.12; Workplace Violence Policy, 60.1.13).
   f. If users identify themselves in any social media outlet as affiliated with RBHS, RSDM or the University, even through use of a University email address, the user must ensure that any views expressed by him/her are not easily misunderstood to be the views of RBHS, RSDM or the University, and clearly indicate that the views are representative of the individual’s personal views and opinions and not necessarily the views and opinions of RBHS, RSDM or the University.

9. Use of University resources to post material to social media is governed by the same policies that govern other uses of University computing facilities (e.g. Rights & Responsibilities for the Use of University-Accessed Electronic Information Systems, 70.2.23; Acceptable Use Policy for Information Technology Resources, 70.1.1).

10. Users who post material on social media are reminded that they are ultimately responsible for what they post, and such postings are governed by the criminal and civil laws of the United States, the State of New Jersey and other jurisdictions.

B. Social Media Outlets Authorized by RSDM

1. RSDM may establish or authorize social media outlets for the following purposes:
   a. To promote and market activities of RSDM and the University.
   b. To disseminate useful information about University or RSDM news and activities to internal constituencies and the public at large, and to promote dialogue among users of these outlets.
   c. To engage faculty, staff, students, patients and the community at large in conversation that improves lives by personalizing healthcare and that enhances the profile of RSDM.
   d. To disseminate emergency information, in addition to other forms of emergency communications by RSDM.

2. The Dean, Vice Dean, Associate Deans, Assistant Deans and other administrators designated by the Dean of RSDM are authorized to exercise oversight of the content and
process of any posting on RSDM authorized outlets to determine whether the posting violates this or other applicable policies.

a. If the designated administrator sees material that is in violation of policy, the administrator is permitted to remove the material, following consultation with the Dean and/or the Office of General Counsel.

b. In situations where the administrator deems such material to provoke a level of potential harm that warrants the material’s immediate removal (such as violations of personal privacy or disclosure of privileged/confidential information as described in University policies), the administrator may remove the material pending the consultation with the Dean and/or the Office of General Counsel, which consultation should take place as soon after the removal as is practicable.

3. All social media outlets authorized by RSDM will be clearly named to reflect that official status, contain an approved University logo, and conform to the University’s visual branding program as described in Rutgers policy, University Visual Identity, 80.1.5.

4. All social media outlets authorized by RSDM will adhere to RBHS, RSDM and University policies that promote or define codes of conduct and standards of professional ethics. Examples of materials that may not be disseminated include:
   a. material that is obscene, defamatory, libelous, threatening, bullying, harassing, or abusive (e.g. material prohibited by Policy Prohibiting Discrimination and Harassment, 60.1.12; Workplace Violence Policy, 60.1.13).
   b. advertisements or solicitations for businesses or private concerns
   c. material whose use would violate copyright as defined in the University policy, Educational Use of Copyrighted Works, 50.3.16.
   d. Material whose disclosure would violate policy in other “offline” settings is similarly prohibited from being posted on social media outlets authorized by the University or RSDM. These include materials that may not be posted on a bulletin board, seen by unintended viewers, or appear in a University publication.

V. REFERENCES AND RELATED POLICIES

A. Educational Use of Copyrighted Works 50.3.16

B. RBHS Code of Conduct
   http://rbhs.rutgers.edu/compweb/code/conduct.pdf

C. University Visual Identity 80.1.5

D. Standards for Privacy of Individually Identifiable Health Information 100.1.9

E. Uses and Disclosures of Health Information With and Without an Authorization 100.1.1

F. Information Security: Mobile Computing and Removable Media 70.2.3

G. Family Educational Rights and Privacy Act
   http://compliance.rutgers.edu/ferpa/

H. Student Rights, Responsibilities and Disciplinary Procedures
   RSDM Student Handbook

I. Use of Personally-Owned Mobile Communication Devices/Recording Devices on University Premises 60.9.6
FACULTY/FACULTY RELATIONS COMMITTEE
This committee is responsible for developing and carrying out programs designed to maintain and improve
the quality of the student's professional life. It deals with matters concerning student conduct and
discipline, considers matters pertinent to student welfare, and serves in an advisory capacity to the Student
Government Association. Student members of the committee are elected by the Student Government
Association.

STUDENT ORGANIZATIONS
At RSDM, students are involved in the many social, professional, and educational activities which exist
outside of the normal dental academics. All students are automatically members of the American Student
Dental Association (ASDA), a national organization of dental students which is associated with
the American Dental Association (ADA). In addition, some students elect to join other organizations such
as the Student National Dental Association (SNDA), a national organization of minority dental students,
the International Association of Dental Research (IADR), or the American Dental Education Association
(ADEA). There are many social and athletic activities through the year, the most notable being the
annual winter dance. Students are closely involved in much of the decision-making at RSDM, with voting
representatives on certain faculty and administrative committees. Please see the Student Handbook for
a list of current student organizations:
http://sdm.rutgers.edu/students/current/predoctoral/StudentOrganizations.pdf

STUDENT RIGHTS, RESPONSIBILITIES AND DISCIPLINARY POLICY
Disciplinary actions pertaining to students must be undertaken pursuant to the Student Rights,
Responsibilities and Disciplinary Policy. Any faculty member who observes conduct by a student that the
faculty considers to warrant discipline, must contact the Office of Student Affairs to initiate proceeding. All
students subject to a disciplinary proceeding must read the Student Rights, Responsibilities and
Disciplinary Policy and review its terms in detail with an official from the Office of Student Affairs.
1. Who Should Read This Policy
All Rutgers University students within Robert Wood Johnson Medical School, School of Health Related Professions, Rutgers School of Dental Medicine, New Jersey Medical School, Graduate School of Biomedical Sciences, School of Public Health, and School of Nursing (former UMDNJ School of Nursing).

2. Related Documents (refer to policies.rutgers.edu for additional information)
   A. Research Misconduct
   B. Student Essential Functions
   C. Family Educational Rights and Privacy Act (http://compliance.rutgers.edu/ferpa)
   D. Student Intervention Coordination
   E. Student Involuntary Leave of Absence and Involuntary Withdrawal
   F. Student and Housestaff Ombudspersons
   G. New Jersey Anti-Bullying Bill of Rights (N.J.S.A. 18A:3B-68)

3. 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
         c. as future health care professionals and/or biomedical scientists holding a public trust: the responsibility to adhere to all generally recognized standards of professional and ethical conduct; and the responsibility to help ensure that high standards of professional and ethical conduct are upheld by fellow students, colleagues and peers by reporting incidents of academic and professional dishonesty observed in others.

   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. 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
   (b) has the effect of insulting or demeaning any student or group of students
   (c) creates a hostile environment for the student by interfering with a student’s education or by severely or perversely 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, whether or not the acts are the subject of civil or criminal action
6. physical sexual acts perpetrated against a person’s will or when a person is incapable of giving
consent
7. stealing or other unethical means of acquiring materials and documents
8. forging of any material or document
9. falsification or fabrication of any document or data
10. plagiarism
11. preventing or interfering with other students in the fulfillment of their academic assignments
12. cheating
13. 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 sexual violence or sexual coercion, which are not permitted to be resolved informally but must be forwarded by the Dean to the Hearing Body. A complainant alleging sexual harassment will not be required to meet in person with the accused at any time. 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 Legal Management 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 tape 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 will 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, 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 and, solely in matters alleging sexual harassment, violence or coercion, the complainant 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 Senior Vice President and 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.

4. EXHIBIT Sample letter:
   STUDENT REFERRED FOR EVALUATION AS PART OF DISCIPLINARY PROCESS
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 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 Vice Dean]

STUDENT HEALTH SERVICES

Student Health Services, located at the Doctor’s Office Center (DOC), 90 Bergen Street, is a division of the Department of Family Medicine at RBHS-New Jersey Medical School. The Center provides a broad range of services to students for physical and mental health, including:

- General medical care for acute and chronic medical conditions
- Gynecology and family planning including IUDs, implants, and pregnancy options
- Gender affirming care
- Mental health
- Immunizations
- Potential blood-borne pathogen exposure (needle stick) counseling and treatment
- HIV Pre-exposure prophylaxis
- Laboratory services
- Allergy shots (after allergist evaluation)
- Preventive screening
- Referrals for specialty consultation
- Consultation for weight management and smoking cessation
- Travel medicine

Student Health Services Center is open from 8:00am to 5:00pm, Monday through Friday. Office hours are by appointment only, however, requests for same day appointments for acute illnesses are usually honored. Evening, weekend and holiday coverage for the Center is provided by board-certified Family Physicians from the Department of Family Medicine.

http://njms.rutgers.edu/departments/family_medicine/shs/index.cfm

The Student Wellness Program is a confidential counseling service which helps students deal effectively with stressors and pressures related to dental school education, as well as personal problems that may affect their well-being, their home lives and/or their academic performance. Services are provided by the University Behavioral HealthCare staff of licensed psychologists, social workers and marriage and family counselors. This service is free to dental students and members of their immediate family. Counseling services are available in a choice of three separate physical locations throughout the State of New Jersey. The Newark offices are located in the Behavioral Health Sciences Building, 183 South Orange Avenue, Newark, NJ (973) 972-5429 (Office), (800) 327-3678 (Emergencies or After Hours)

http://ubhc.rutgers.edu/

University Hospital Emergency Department
For physical or psychiatric emergencies, the University Hospital Emergency Department is open 24 hours/day. A student in acute distress should be accompanied to the hospital by an officer from the Rutgers Department of Public Safety. For assistance, call 973-972-4491

http://rupd.rutgers.edu/newark.php
STUDENTS WITH DISABILITIES
RSDM students with documented disabilities may receive reasonable accommodations at any time during enrollment. The Office of Disability Services main office is located in New Brunswick with a Director, Disability Services located on the RBHS Newark campus the Stanley S. Bergen Building, 65 Bergen Street, Suite 1441, Newark, NJ. The Director will have an initial intake meeting, review all documentation, request additional testing, if necessary and then consult with the RSDM Office for Academic Affairs about the requested accommodations. The Office for Academic Affairs will disseminate notification of accommodations to all course directors. Any student who seeks an accommodation should be referred immediately to the Director, Office of Disability Services, or to the RSDM Office for Academic Affairs for our referral for an appointment with the Director.
Please see the ACCOMMODATIONS section of this Faculty Handbook for further information. The applicable RBHS policy is Disabilities and Students/Applicants of RBHS:

STUDENTS WITH IMPAIRMENTS

Physical and mental disorders and alcohol and other drug abuse or dependencies are often treatable. It is the policy of the University to assist students with impairments in obtaining treatment, when such assistance does not adversely affect the University's ability to safeguard the public health and effectively discharge its missions.

RSDM students have access to various resources to address impairment issues. The first step is to contact the RSDM Office of Student Affairs for guidance. In some cases, the Office of Student Affairs may deem it desirable to refer a student to the Professional Assistance Program of New Jersey (PAPNJ) or to other outside providers for evaluation/treatment.

Students seeking confidential treatment without consulting RSDM administration may contact the campus Student Assistance Facilitator or go directly to Student Health and Wellness Center or the Student Wellness Program.

TUTORING
http://sdm.rutgers.edu/students/current/predoctoral/tutorial/index.html
Drop-in tutoring is provided in courses in which students have historically requested tutoring, and is open to all students who wish to improve their performance in a course, regardless of their academic standing. Each trimester students are provided with a schedule of drop in tutoring that has been developed to coordinate with their exam schedules.

Assigned tutoring provides extra support to students who are not performing at a satisfactory level in a course (grade of D, F or U). Faculty may refer students for assigned tutoring or students may also self-refer and meet with the Director of Student and Multicultural Affairs. Students recommended for tutoring or self-referring should contact the Office of Student Affairs (Room B830) or call or email Ms. Nicole Hague (cunninn1@sdm.rutgers.edu) at 973-972-5063 for an appointment with the Director of Student and Multicultural Affairs. Both of these forms of tutoring (drop-in and assigned) are provided at no cost to the students. However, limited annual funding will be carefully allocated to ensure that all students who need tutoring will be accommodated. In addition, lists of recommended tutors are provided to the class for those students who want to hire tutors privately for additional or individualized hours at their own expense.
ADDITIONAL RSDM ADMINISTRATIVE OFFICES

OFFICE OF THE CHIEF OPERATING OFFICER
The Office of the COO is responsible for several important operations at Rutgers School of Dental Medicine by providing oversight and administration of faculty and staff affairs, including organizational design, recruiting and hiring, appointments and promotions, salary administration, staff development, and disciplinary action. In addition, the Office implements Patient Business Operations including patient intake, preauthorization of claims and claims processing, billing, patient counseling, and centralized patient registration, along with provider credentialing, and directs marketing communications and public relations activity – planning and execution of all internal and external communications, including publications, press releases, marketing, web and social media, and support of academic and public events.
Contact Information: 973-972-0233

FACULTY ADMINISTRATION:
The Office of Faculty Administration supports all departments within RSDM with regard to all faculty personnel matters, including hiring, appointments and promotions and salary administration.
Contact Information: 973-972-4696

MARKETING AND COMMUNICATIONS
Planning and execution of all internal, external and marketing communications.
Contact Information: 973-972-3157

OFFICE OF THE DEAN
The Office of the Dean provides oversight for the Rutgers School of Dental Medicine and serves as the liaison to the University, citizens, alumni and friends. Areas of responsibility that report directly to this office include financial affairs, academic affairs, student affairs, clinical affairs, dental research, communications, support services, development and the Chief Operating Office.
Contact Information: 973-972-4633

OFFICE OF FINANCE:
The Office of Finance is fully responsible for all aspects of the fiscal operations as it pertains to the Rutgers School of Dental Medicine. Specific areas of responsibility includes: finance, budget, preparation and control, collection of student tuition, patient billing & collections and dental stores.
Contact Information: 973-972-4682  http://sdm.rutgers.edu/about/admin_finance.htm

DENTAL STORES is responsible for the management of purchasing and distribution of equipment and supplies for dental student and the dental school. An inventory is maintained specifically to support pre-clinical and clinical programs providing items at minimal cost through bulk purchases directly from manufacturers. In consultation with department chairs, an instrument committee appointed by the Dean develops the lists of instruments and supplies used by students. Uniformity insures better teaching; therefore, substitution of instruments or supplies is not permitted. Dental Stores responsibilities include sending pre-clinical instruments and equipment such as student hand pieces for repair.
Contact Information; 973-972-4628   http://sdm.rutgers.edu/about/admin_finance.htm

OFFICE OF HOSPITAL AFFAIRS: This office provides oversight of hospital-related oral health programs and activities and the development of hospital-based residency programs. It also creates new opportunities for expansion and collaboration with University Hospital, other hospitals, and healthcare organizations throughout the state, country, and world.
Contact Information: 973-972-4973   http://sdm.rutgers.edu/about/admin_ohaid.htm
OFFICE OF RESEARCH:
The Office of Research provides administrative support for all research activities of the Rutgers School of Dental Medicine. It promotes and coordinates research programs and assists faculty in identifying external funding sources and in preparing and submitting grant applications. It is also responsible for ensuring that all grant applications and contracts comply with federal, state, University, and sponsor requirements. Accordingly, this office reviews grant applications and provides final signature authorization that all such requirements have been satisfied. The Office of Research also sponsors student research through its administration of the Student Research Group and organization of the Student Summer Research Program. A limited number of summer research fellowships are available to students through this office every year.
Contact Information: 973-972-1593 http://sdm.rutgers.edu/research/index.html

OFFICE OF THE VICE DEAN
The Vice Dean’s Office has a key role of oversight and implementation of the RSDM Strategic Plan and reviews/addresses issues identified at the Dean’s Senior Leadership venues. The focus of this office will be to encourage, motivate and build consensus/cooperation with administrators and faculty through a positive and collegial spirit. In addition, the Vice Dean is second in command to the Dean and is the Chief Academic and Student Affairs officer for RSDM.
Contact Information: 973-972-1699.

OFFICE FOR INSTITUTIONAL ASSESSMENT AND QUALITY IMPROVEMENT:
The Office of Institutional Assessment (OIA) provides institutional-level information for decision-making and planning purposes to internal and external audiences. The OIA collects and manages data related to outcomes assessment for the RSDM Strategic Plan as well as facilitates and implemented ongoing quality improvement and quality assurance activities related to patient care. The OIA also coordinates a number of surveys for the institution, including feedback surveys for RSDM students and alumni, quality of work life surveys for students, faculty, and staff, and surveys assessing perceptions of RSDM graduates among community practitioners and postgraduate program directors. These surveys provide information for evaluating and improving academic programs and student services.
Contact Information: http://sdm.rutgers.edu/about/institutional/index.html
GENERAL INFORMATION

REAPPOINTMENT, NON-REAPPOINTMENT AND PROMOTIONS
RBHS, RSDM Bylaws and the faculty collective bargaining agreement establish procedures and deadlines for reappointment and non-reappointments. Promotion decisions are governed by the procedures of the School, RBHS and the University. Please contact the Office of the RSDM Chief Operating Officer for advice and assistance at 973-972-8669 or the Faculty Coordinator at 973-972-4696. [http://rbhs.rutgers.edu/pdf/RBHS%20Promotion%20Guidelines_FINAL.pdf](http://rbhs.rutgers.edu/pdf/RBHS%20Promotion%20Guidelines_FINAL.pdf)

MISCELLANEOUS POLICIES RELATED TO FACULTY

BASIC LIFE SUPPORT POLICY
(Updated April 27, 2005)
Basic Life Support Requirement
The Commission on Dental Accreditation (CODA) clearly states in Standard 5.6, …”All students, faculty and support staff involved in the direct provision of patient care are recognized in basic life support (BLS) including cardiopulmonary resuscitation, and are able to manage common medical emergencies…”

Therefore, all RSDM faculty, clinical staff and students (predoctoral, postdoctoral and dental hygiene) must have up-to-date certification as set forth by the American Heart Association’s Basic Life Support for Health Care Providers. Currently, this certification is valid for two (2) years. Failure to maintain this requirement will result in loss of clinical privileges.

Medical Waivers
Anyone unable to perform BLS, due to medical or physical limitations, must have medical documentation from a physician on file stating why they are unable to participate in the hands-on portion of BLS certification training. Anyone who has a medical waiver must take and successfully pass the BLS certification written examination.

Training
First-year dental students will complete their BLS certification during the orientation week usually one week prior to matriculation into the fall trimester. These same students will be recertified in the spring of their second year as part of a rotation in the Clinical Dentistry course. This recertification will allow students to render patient care through their fourth year. All BLS/ACLS records for both Predoctoral and Postdoctoral students are maintained in the Office of Student Affairs.

Documentation and Monitoring Compliance
All certification and recertification is performed by the BLS Training Center of at University Hospital or a RSDM Faculty/Staff member certified by the American Heart Association. Cards are sent directly to the student electronically. Students are required to present a copy of the certification to the Office of Student Affairs. Records of certification of all students are retained in the Office of Student Affairs to monitor CPR compliance and clear students for patient care. Faculty records of certification are retained in their respective departments.

Penalties for Non-Compliance
Faculty, clinical staff and pre-and postdoctoral students who are not in full compliance with the RSDM CPR Policy will not be permitted to oversee or render patient care at the School of Dental Medicine and will be subject to disciplinary action up to and including dismissal.

RUTGERS UNIVERSITY POLICIES: [http://policies.rutgers.edu/](http://policies.rutgers.edu/)
Many Rutgers University policies apply to RBHS schools, but some RBHS policies differ and are listed separately. Information as to which Rutgers University policies apply to RBHS is located here:
RBHS POLICIES:  
https://academicaffairs.rutgers.edu/rutgers-biomedical-and-health-sciences-policies

All RBHS policies and many Rutgers University Policies apply to RSDM Faculty. A list of frequently used policies is included below, however, this list is not all inclusive. Please refer to the Rutgers University Policy library for a complete listing of policies.

TITLE IX STUDENT POLICY PROHIBITS SEXUAL HARASSMENT, SEXUAL VIOLENCE, RELATIONSHIP VIOLENCE, STALKING AND RELATED MISCONDUCT  
http://policies.rutgers.edu/sites/policies/files/10.3.12-current.pdf

INTELLECTUAL PROPERTY: COPYRIGHT AND ROYALTIES

INTELLECTUAL PROPERTY: EDUCATIONAL USE OF COPYRIGHTED WORKS

INTELLECTUAL PROPERTY: PATENTS
http://policies.rutgers.edu/sites/policies/files/50.3.15-%20current.pdf

LICENSE, REGISTRATIONS AND CERTIFICATIONS
http://policies.rutgers.edu/sites/policies/files/60.9.37-%20current.pdf

OUTSIDE EMPLOYMENT
http://policies.rutgers.edu/sites/policies/files/60.9.21-%20current.pdf

PROFESSIONAL COURTESIES FOR HEALTH SERVICES
http://policies.rutgers.edu/sites/policies/files/100.2.9-%20current.pdf

REPORTING COMPLIANCE AND ETHICS CONCERNS
http://policies.rutgers.edu/sites/policies/files/100.2.10-%20current.pdf

STANDARDS FOR PRIVACY OF INDIVIDUALLY IDENTIFIABLE HEALTH INFORMATION
http://policies.rutgers.edu/sites/policies/files/100.1.9-%20current.pdf

USES AND DISCLOSURES OF HEALTH INFORMATION WITH AND WITHOUT AN AUTHORIZATION
http://policies.rutgers.edu/sites/policies/files/100.1.1-%20current_0.pdf

EMPLOYEES WITH IMPAIRMENTS
http://policies.rutgers.edu/sites/policies/files/60.9.55-%20%20current.pdf

COMPLIANCE WITH HEALTH CARE PROFESSIONAL RESPONSIBILITY AND REPORTING ENHANCEMENT ACT
http://policies.rutgers.edu/sites/policies/files/60.9.50-%20current.pdf

ACCESS OF INDIVIDUALS TO PROTECTED HEALTH INFORMATION
http://policies.rutgers.edu/sites/policies/files/100.1.4-%20current.pdf

POLICY PROHIBITING DISCRIMINATION AND HARASSMENT
http://policies.rutgers.edu/sites/policies/files/60.1.12-%20current.pdf

IST INFRASTRUCTURE & SUPPORT

Clinical Applications Support
- IT issues impacting patient care and related to the axiUrn or MiPACS applications should be reported to the Clinical Action Support Line at 973-972-8200 (2-8200) between 8AM – 5PM (M-F)
- To request changes to a patient’s images stored in MiPACS (move images between patients, unlock series, etc.) email images@oit.rutgers.edu
• To request a new Report, send an email to Reports@oit.rutgers.edu

Multimedia / Audiovisual Support
• AV requirements for classes and meetings are specified in the event’s calendar appointment. The Audiovisual group refers to the room calendars each morning in order to prepare AV equipment prior to an event’s start time.
• AV issues should be reported to the Audiovisual group by calling 973-972-3894 (2-3894).
• Audiovisual Technician schedule (a copy of this schedule is posted on all RSDM podiums):

<table>
<thead>
<tr>
<th>Monday - Friday 9:00AM – 5:00PM</th>
<th>Monday – Friday 7:30AM – 9:00AM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacob Goldbfarb</td>
<td>Rajendra (Ryan) Saliman 973-557-6901</td>
</tr>
<tr>
<td>973-972-3894 (Office)</td>
<td>973-972-3894 (Office)</td>
</tr>
<tr>
<td>973-972-9024 (Cell)</td>
<td>973-557-6901 (Cell)</td>
</tr>
<tr>
<td></td>
<td>Monday – Friday 5:00 PM – 6:00 PM</td>
</tr>
<tr>
<td></td>
<td>Joseph Nazario</td>
</tr>
<tr>
<td></td>
<td>973-972-8717 (Office)</td>
</tr>
<tr>
<td></td>
<td>973-494-3581 (Cell)</td>
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</tbody>
</table>

If the above are not available, please contact:
Travis Gant at 973-972-2071 (Office) or 973-699-8437 (Cell)

Desktop Support
• All NetID and password and Rutgers portal issues should be reported to the Rutgers OIT Service Center by emailing isthelp@oit.rutgers.edu or calling 732-743-3200 (3-3200).

• All desktop and hardware issues should be reported to Rutgers OIT Service Center by emailing isthelp@oit.rutgers.edu or calling 732-743-3200 (3-3200)

IT Purchases
• Quote requests for IT related hardware and software should be sent to Travis Gant by emailing tgant@oit.rutgers.edu

Services
Provides Classroom Technology support for all faculty.

RBHS FACULTY MENTORING PROGRAM:
Under the RBHS Chancellor/Provost’s Office, the Rutgers Biomedical and Health Sciences (RBHS) Faculty Mentoring Committee was formed in 2014, and consists of representatives from all of the schools within RBHS. For additional information see contact information below. In addition, all faculty as part of their annual evaluation must identify a faculty mentor and develop a written mentoring plan.
Contact Information: http://rbhs.rutgers.edu/facmentoring.shtml

ACADEMIC DEPARTMENT OFFICES: http://sdm.rutgers.edu/departments/index.html

GRADUATE DENTAL EDUCATION PROGRAMS:
http://sdm.rutgers.edu/students/prospective/programs.html
RBHS SCHOOLS, CENTERS INSTITUTES, ADMINISTRATIVE OFFICES

- Graduate School of Biomedical Sciences
- Robert Wood Johnson Medical School
- Rutgers School of Dental Medicine
- School of Health Related Professions
- School of Nursing
- School of Public Health

Centers and Institutes
- Brain Health Institute
- Center for Advanced Biotechnology and Medicine
- Environmental and Occupational Health Sciences Institute
- Institute for Health, Health Care Policy and Aging Research
- Rutgers Cancer Institute of New Jersey

Behavioral Health Care Network
- University Behavioral Health Care

RUTGERS OFFICE OF EMERGENCY MANAGEMENT:
http://rbhs.rutgers.edu/operatingstatus.shtml
For operating status during weather and other emergencies, Rutgers provides multiple sources of information.
When announcements are made, campus operating status information will also be available through:
- Rutgers Biomedical and Health Sciences Facebook page
- Rutgers University Facebook page
- Rutgers University Twitter (@RutgersU)
- RU-info Call Center at 732-445-INFO (4636)
- Texting "Rutgers" to 732-662-2664

Campus operating status information will also be available through these radio stations and their websites:
- New Jersey 101.5 (FM) ......................... http://nj1015.com/
- WCTC Radio (1450 AM)...................... http://wctcam.com/
- WCBS Radio (880 AM)....................... http://newyork.cbslocal.com/station/wcbs-880/
- The Breeze Radio (107.1 and 99.7 FM).... http://1071radio.com/
- WRNJ Radio (1510 AM, 104.7 and 92.7 FM) http://wrnjradio.com/
- WRSU Radio (88.7 FM)....................... http://radio.rutgers.edu/

Additional weather resources from New Jersey Agricultural Experiment Station:
- Hurricane and Flood Resources .......... http://njaes.rutgers.edu/storm/
- Disasters and Emergencies ................. http://njaes.rutgers.edu/disasters/
RBHS OFFICE OF INTERPROFESSIONAL PROGRAMS:
http://oipp.rbhs.rutgers.edu/
The mission of the RBHS Office of Interprofessional Programs is to facilitate the development, implementation and evaluation of interprofessional educational, clinical and research programs within and between the schools, clinical units and institutes that make up Rutgers Biomedical Health Sciences.

RUTGERS OFFICE OF RESEARCH AND SPONSORED PROGRAMS (ORSP):
http://orsp.rutgers.edu/
This office provides a range of services to faculty and staff seeking funding from public and private not-for-profit sponsors. ORSP staff assist faculty and departmental staff in navigating through the proposal submission and award set up process. Our grant specialists help interpret sponsor guidelines and application instructions, assist in budget development, and ensure that applications and incoming awards meet all compliance requirements. ORSP also provides institutional sign off on proposal submissions, accepts incoming awards, and negotiates a wide variety of grant-related agreements, including sub-awards to and from not-for-profit sponsors.

RUTGERS UNIVERSITY POLICE DEPARTMENT:
http://publicsafety.rutgers.edu/

Contact Information:
For an Emergency from non-University Phone (Police, Fire, Medical)
Dial 9-1-1

Emergency Numbers from a University Phone
Obtain an outside line, then dial 9-1-1

Non-Emergency Numbers:
Rutgers University-Camden
856-225-6111

(RSDM Newark Campus) Biomedical and Health Sciences at Newark
973-972-4491

Rutgers University-Newark
973-353-5111

Rutgers University-New Brunswick
732-932-7211

Get Emergency Alerts on Your Cell Phone:
During emergencies, accurate information is important. Rutgers students, faculty and staff can receive up-to-date information conveniently via cell phone text message.
To register, https://ess.rutgers.edu/ens/ (NetID Required).

Program the Alternate Public Safety Numbers into Your Cellular Phone
http://publicsafety.rutgers.edu/includes/PublicSafetyNumbers2014.pdf