This Handbook will be your primary source of information for the Program. Read it. Refer to it. Keep it close to you. The Program will expect you to refer to it prior to calling or emailing with a question.
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SECTION I

TOURO UNIVERSITY - CALIFORNIA

Introduction
Section I of this handbook provides general information about Touro University – California (TU-C) as well as the general policies and procedures which govern campus life. More detailed information is available in the TU-C Student Catalog. Section II of the handbook provides general program information for the Joint MSPAS/MPH program and Section III is the Joint MSPAS/MPH Student Handbook for Program Academic Policies.

All students are responsible for reading and understanding all University policies and procedures including student and program rights and responsibilities.

Historical Perspective
Touro University is a Jewish-sponsored independent institution of higher and professional education founded by Bernard Lander, PhD, LHD. The institution derives its name from Judah and Isaac Touro, leaders of colonial America who represented the ideal upon which the institutional mission is based.

Touro College was chartered by the State of New York in 1970. The first students enrolled in 1971; the class consisted of 35 liberal arts and science students. Since those early days, the institution has experienced substantial growth.

Touro College has developed into a major institution of higher education, which includes the following schools: The College of Arts and Sciences (1971); the School of Health Sciences (1972); the School of General Studies (1974), the Graduate School of Jewish Studies (1979); the Jacob D. Fuchsberg Law Center (1980); the School for Lifelong Education (1989); the New York School of Career and Applied Science (1995), the Graduate School of Education and Psychology (1995); Touro University College of Osteopathic Medicine, Vallejo (founded in 1997 as the San Francisco College of Osteopathic Medicine); Touro University International, offering degree programs on the internet in Cypress, California (1999); the Lander College for Men in Kew Garden Hills (2000) the School of General Studies (founded in (1974) and the School of Career and Applied Studies (created in 1995); and Touro University – Nevada (2004).

Touro opened a branch in Moscow in the spring of 1991 and its operations now include the Institute of Jewish Studies (branch campus) and a business program with Moscow University Touro (an independent entity) operated through an inter-institutional agreement. The branch campus in Jerusalem comprises the Graduate School of Jewish Studies, an undergraduate business program and the Touro Israel Option (year abroad program). In October 2003, Touro opened a small branch campus in Berlin.

Touro has long been interested in medical education. In 1983, Touro established the Center for Biomedical Education, a cooperative program leading to an M.D. from the Technion-Israel Institute of Technology, Israel's premier school of applied sciences.
Success in this and other related programs led Touro to explore the possibility of establishing a college of osteopathic medicine. Touro sought incorporation in the State of California, and in 1997 located a campus in the San Francisco Bay Area. The campus was moved to Mare Island, California in 1999. In 2003, Touro University College of Osteopathic Medicine (TUCOM) became the Founding College of Touro University – California. Touro University – California is now composed of four colleges – College of Osteopathic Medicine (grants the Doctor of Osteopathic Medicine Degree – D.O.), the College of Health Sciences (founded 2003) (grants the Master of Science in Physician Assistant Studies-MSPAS and Master of Public Health-MPH), the College of Education (founded 2004 - provides teacher credentials), and the College of Pharmacy which received pre-candidate status from the American Council of Pharmaceutical Education in 2005.

As Touro College looked to other potential sites for a college of osteopathic medicine, Nevada was chosen as a potential site due to the current physician shortage in Nevada and the rapidly growing population within Las Vegas and the surrounding communities. The branch campus, Touro University College of Osteopathic Medicine - Nevada, matriculated its first class in the fall of 2004 and provided programs in osteopathic medicine and physician assistant studies. Touro University – Nevada now consists of the College of Osteopathic Medicine and the College of Health and Human Services providing educational programs in nursing, occupational therapy, and education.

**Mission of Touro College**
Touro College is an independent institution of higher and professional education under Jewish sponsorship, established to perpetuate and enrich the Jewish heritage and to serve the larger community in keeping with the Judaic commitment to social justice, intellectual pursuit, and service to humanity.

**Mission of Touro University – California**
The mission of Touro University – California is to provide quality educational programs in the fields of health care and education in concert with the Judaic commitment to social justice, intellectual pursuit, and the service to humanity.

**Vision Statement Touro University – California**
Educating caring professionals to serve, to lead, to teach.

**Non-Discrimination Policy**
It is the policy of the University to admit qualified students irrespective of race, sex, color, national origin, religion, sexual orientation, or disability. To be considered for admission to any program offered by the University, a student must possess the academic credentials and professional attributes deemed essential by the respective program admission’s committee for selection to the program.
**Student Counseling**

If a student experiences emotional difficulties while enrolled at Touro University, he/she can contact the Dean of Student Services to discuss options for counseling. All aspects of mental health care are strictly confidential. TU-C participates in EAP, a service that provides acute counseling services to individual students.

**Faculty Advisors**

Each student will be assigned a faculty advisor upon or near matriculation. Advisement by faculty shall be viewed by the student as a privileged part of the academic process and its use is encouraged. If either the student or faculty member does not find the relationship helpful, either is free to seek a change after first conferring with the Program Director. Every student is required to meet with his or her assigned academic advisor at least once per academic semester. The encounter should be documented and placed in the student’s personal file.

**Student Tutor Program**

Through the Office of Student Services, Touro University offers assistance through the Learning Resource Center, including peer tutoring services without charge. Tutoring is available during all academic years and is designed to help students enhance their test taking skills, modify their study habits and/or focus on critical material and content. The Learning Resource Center is staffed by a full-time learning specialist. This office can assist the student in such areas as assessment of learning styles, time management, test-taking strategies, study skills, and referrals for special accommodations.

Students are eligible to apply to tutor a subject if they are approved by the chair of the department in which the course is taught. Students must be able to communicate effectively, have mastered the course material and be in good academic standing. Tutors receive an hourly honorarium for their services. Student tutors must have registered in the Learning Resource Center to be eligible for reimbursement of services.

Initially, students need not be in academic difficulty to request peer tutoring. However, following the first examination, those students who are receiving a grade of 80% or lower in a course will be given priority in the program. Applications to tutor and requests for tutoring services are available in the Learning Resource Center.

**Medical Records**

Information provided by students at matriculation and periodically during their education at Touro University (e.g., immunization and/or blood test documentation, medical history and physical examination forms and tuberculosis screening forms) is collected and retained in a secure environment by Student Health Services. However, **all students should retain a copy of all documents for their records**, since these records may be required by a variety of institutions as the student proceeds through their professional career.
Medical Requirements
Students must fulfill the requirements listed below prior to, and during the Program.

1. Annual physical examination with lab work documenting on the approved form that the student is healthy and free of contagious diseases or restrictions.
2. Annual PPD or Mantoux Tuberculosis testing. If this test is positive the student must have a chest x-ray which reveals no active disease. A Tine test is not acceptable.

3. Documentation of immunization:
   - Tdap (within 10 years)

4. Documentation of immunization AND protective titer levels (required by clinical rotation sites):
   - Measles
   - Mumps
   - Rubella
   - Hepatitis B (Series of 3 doses within six months)
   - Varicella

   Important: If a titer is low or absent, students must be revaccinated and the titer repeated

4. Documentation of current health insurance coverage is required by the university and clinical sites. Health insurance can be obtained through the University.

5. Annual Influenza (flu) and meningococcal vaccinations are also strongly recommended.

NOTE: All costs associated with injuries or illnesses acquired during clinical training including physician visits, diagnostic tests, treatment, and prophylactic medications or immunization must be incurred by the student. It is for this reason that the Program and all clinical sites require that students have current health insurance while in the Program. Students should evaluate their health insurance coverage as hospital treatment and prophylactic medications can be costly.

Completed physical examination forms, results of PPD tests (and chest x-ray if needed), and copies of the student’s current health insurance card must be submitted to the Student Health Office no later than June 15th each year. Students not submitting these documents will not be permitted to participate in clinical training. Students must report any change in their health not noted on their annual physical examination to the Program immediately. Failure to notify the Program of significant health changes which may affect patient care may result in dismissal from the Program.
**Student Health Admission Requirements**
All students are required to submit immunization and/or blood test results to assure protection against certain communicable diseases. Additionally, all students must document a physical examination by a health care provider and tuberculosis screening. These documents should be sent to:

    Student Health Services
    Touro University
    1310 Club Drive
    Vallejo, CA 94592

Immunization, physical examination and tuberculosis screening information may be made available, as required, to clinical preceptors and clinical rotation sites.

Students whose immunizations and titers are not up to date will be removed from classes or from clinical rotation(s) until such time as the deficiency is corrected. No exceptions will be made.

**Student Health Services**
Touro University operates an on campus student health center located in Wilderman Hall. Services provided include evaluation and treatment of illnesses, history and physical exams, health education & counseling, immunizations, TB Screening, drug screening, and pap smears. This office is also responsible for receiving and tracking documents in reference to immunization requirements, admission history and physical examination and tuberculosis screening for students enrolled in the Physician Assistant Program of the College of Health Sciences. Office hours for Student Health Services are 8:00 – 5:00 Monday through Thursday, and 8:00 – 3:00 on Friday. Lunch break is 12:00 – 1:00 daily. Student Health Services can be contacted at 707-638-5220 or tuca.studenthealth@touro.edu.

Student Health Services
Lorraine Nalley, NP
Wilderman Hall, First Floor
1310 Club Drive
Vallejo, CA 94592

Additionally, Touro University (TU) operates an ambulatory care facility staffed by board certified primary care physician faculty at:

Touro University Medical Center (TUMC)
160 Glen Cove Marina Rd. Suite 103
Vallejo, CA 94591

The TUMC serves the medical needs of TU students and the community. It is located approximately 15 minutes from the Mare Island campus and is on the bus line.
When a student needs to see a health care provider, he/she should call the TUMC at 707-638-5700 to make an appointment. The TU student should always identify themselves as a TU student when calling for an appointment. The TUMC is usually able to accommodate same day or next day appointments for students. The TUMC office hours are 8:30 - 5:30 Monday through Thursday, and 8:30 – 3:00 on Fridays. Lunch break is 12:00 – 1:00.

**Student Health Insurance Program**

Students must have health insurance. The Student Health Insurance Program is a mandatory program for COM, COP and COHS students and has been budgeted in financial aid. Students do not need to apply for this coverage and will be automatically enrolled in this program unless students apply for and are granted a waiver. Those students who do not receive financial aid will also be automatically enrolled in the program and student accounts will be charged. Military students will bill the military directly.

Though this is a mandatory program, please be advised that students may apply for a waiver. Please see the TUC website: [http://www.tu.edu/user_files/611/Insurance_Waiver_App.pdf](http://www.tu.edu/user_files/611/Insurance_Waiver_App.pdf)

For additional information please contact the Office of Student Services.

All students are required to maintain medical insurance during their education. Please remember that the student has exclusive responsibility for his/her own medical bills. The University assumes no responsibility to seek reductions or waivers. Prior to receipt of a diploma, students must be free from any medical financial responsibility with any of the University’s affiliated hospitals or medical facilities.

**Crime Awareness and Campus Security**

As required by federal law, Touro University makes information available to students about policies and procedures to report criminal actions on campus, current policies concerning security and access to facilities on campus, and information on campus law enforcement and statistics concerning incidents of campus crime. Students interested in this information should contact the Office of Student Services or, visit tu.edu and click on “Current Students,” “Student Services,” “Security.”

**For Emergencies Call 911**

**STUDENT RECORDS**

**Disclosure and Access to Student Records**

Students who are currently or have been previously enrolled at the institution have the right to inspect and review certain educational records and to withhold from release certain personally identifiable information in accordance with the Federal Family Educational Rights and Privacy Act (FERPA) of 1974. This policy regarding student access to educational records does not include the right to review such items as confidential statements of recommendation if the student has waived the right to inspect and review those recommendations.
Disclosure of Student Directory of Information
The University designates the following personally identifiable items as Student Directory Information: Student name, address, telephone number, e-mail address, date and place of birth, major field of study, dates of attendance, degrees and awards received, most recent previous school attended and photograph. The University may disclose any of those items listed above as public information without prior written consent, unless notified, in writing, to the contrary by December 31 of each academic year. Other confidential personal information no listed above as Student Directory Information may not be disclosed to third parties without the prior written consent of the student, except under certain circumstances. These exceptions include, but are not limited to, disclosure to institutional officials performing assigned duties related to the educational or accreditation interests of the University, agencies verifying the financial aid status of the student, parties involved in health or safety emergencies related to the student or others, and certain law enforcement, legal or judicial authorities.

Procedure for Disclosure and Access to Student Records
Disclosure and access to a student’s educational records may be requested through institutional policy as follows: A student desiring to inspect and review his or her records must submit a written request directly to the person in charge of the desired records (see below). The request will be granted within a reasonable time period, not to exceed 45 days. Inspection of records is made in front of the administrator or designee responsible for maintaining the records.

Disciplinary Records
Disciplinary files are maintained by the Office of Student Affairs in a confidential and secured area. Contact the Dean of Students for record inspection.

Academic Records
Student academic records are maintained by the Office of the Registrar and include a summary of all courses grades and class ranking. Students may access and inspect their records by making an appointment with the Office of the Registrar.

LEAVE OF ABSENCE AND WITHDRAWAL

LEAVE OF ABSENCE
A leave of absence is defined as a pre-approved leave from the University that suspends a student's course of academic and/or clinical study for a defined period of time. The amount of leave time granted depends largely on the personal needs of the student and the timing of the withdrawal within the academic program. Leaves of absence usually do not exceed 9 months. Circumstances necessitating a leave of absence may include, but are not limited to, short or long-term personal illness, military training or obligations, jury duty, maternity and infant care, and critical illness or death of an immediate family member.

Leave of Absence Procedures
A student requesting a leave of absence for any reason during or at the end of an academic year must adhere to the following general procedure:
1. The student must meet personally with the appropriate Associate Dean or Program Director to discuss the reason for the leave and the effects on his or her academic progress. A mutual decision is reached after careful consideration is given to personal and professional circumstances.

2. The student must then complete a Leave of Absence Petition and obtain all required signatures of institutional officials, including that of the appropriate College Dean or Program Director.

3. The Dean of Students will send an official letter to the student and to the program indicating if the leave of absence has been approved or denied by the respective College Dean or Program Director.

Provided that the leave is approved, the official start date of the leave of absence will be the original date of receipt of the student's completed Leave of Absence Petition. Any tuition charged or refunded will be in accordance with the College's withdrawal policy. Any changes in the terms of the petition during the leave period should be relayed to the appropriate College Dean or Program Director as soon as possible. Students must contact the College Dean or Program Director at least 6 weeks prior to the expiration of a leave of absence to plan their reentry into the program. Failure to do so may result in administrative withdrawal of the student from the university. Reentry of the student into the academic program following a leave of absence will occur in coordination with the Dean of Students.

Departments will have the prerogative to make special arrangements. Clinical students returning to TU-C will be reinstated as closely as possible to the previous point of progress in the clinical experience. The point of entry and order of clinical rotations for the clinical student will be determined by the Program Director and Clinical Coordinator for the program.

Tuition charges for students restarting classes or for subsequent academic semesters will be set at the tuition rates in effect at the time the student returns. The Program Director will facilitate the re-entry of students into their programs as close as possible to the point at which they left.

**WITHDRAWAL**

**Withdrawal from the University**
The decision to withdraw from the University is a serious matter. Any student who withdraws from a program is dropped from the rolls of the University. As such, if he/she decides at some later date to reenter the program, he/she must reapply for admission and, if accepted, assume the status of a new student.

Students contemplating withdrawal are advised to discuss this issue with their faculty advisor. Students who withdraw from the University in good academic standing receive a grade of “W”. Students who withdraw from the University and are on academic probation or are currently failing classes will receive a “W/U” for all registered courses.
**Withdrawal Procedures**
A student wishing to withdraw from TU-C is required to meet with the MSPAS/MPH Program Director and then the applicable Dean. The student must inform the Program Director, in writing, of his/her decision to voluntarily withdraw and voluntarily relinquish his/her position in the program. The withdrawal process includes the completion of the request for withdrawal form that can be obtained from the Office of the Registrar. The student must also clear all financial obligations, complete all administrative procedures and schedule an exit interview with the Program Director and the applicable Dean.

**Tuition Refund**
It is the policy of the institution that any outstanding debts from a current semester must be settled prior to subsequent registration of other semesters.

**Tuition Refund Schedule**
For any student approved to withdraw from the University, the following refund schedule will apply:

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<th>Refund Percentage</th>
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<tr>
<td>Before the opening of class</td>
<td>100% of tuition and fees (excluding tuition deposit)</td>
</tr>
<tr>
<td>During the first week of classes</td>
<td>90% of tuition and fees</td>
</tr>
<tr>
<td>During the second week of classes</td>
<td>75% of tuition and fees</td>
</tr>
<tr>
<td>During the third week of classes</td>
<td>50% of tuition and fees</td>
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<tr>
<td>During the fourth week of classes</td>
<td>25% of tuition and fees</td>
</tr>
<tr>
<td>After the fourth week of classes</td>
<td>No Refund</td>
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*Please note that as of the summer 2000 semester, new Federal Regulations are in effect when a Title IV funds recipient withdraws from school. You may obtain a copy of these regulations from the Financial Aid office. These Federal Regulations will supersede the policy for refunds established by TU-C.*

If the student has not paid full tuition and fees for the term in which the withdrawal takes place, he or she must pay the proportionate amount noted above before leaving the University. The withdrawal date is the date that the Dean of Students receives written notice of withdrawal, i.e., a completed Official Withdrawal Form. In cases of academic dismissal, tuition paid in advance for the term immediately following the dismissal date will be 100% refundable.

**UNIVERSITY COMPUTER SERVICES**
The MIS Department is responsible for all computing services, on-campus telephone services, the University’s website, audio-visual and copy services. Students benefit, directly and indirectly, from the work of the MIS Department in a variety of ways.

Upon admittance to the University, students are asked to join an email group list for their class. University faculty, staff and administrators participate in the group
discussion along with the incoming students. By the time students arrive on campus, they have had the opportunity to introduce themselves to each other as well as to pose questions and air concerns in a public forum. The group lists remain a significant means of communication throughout the students’ enrollment at TU-C and as alumni.

On arrival to campus, students are issued a network login which gives them access to the University’s computer network. There is one computer lab, as well as several individual work stations and wireless access available in all of Lander Learning Center and the library offering students access to browse the Internet, access course-specific files and use software that complements the curriculum. The computer lab has printing, scanning and high capacity storage devices for student use. Each student also has a private file storage area on the University servers that he/she may access from any computer lab workstation. All students may access specifically tagged files from off-campus so that class presentations, group and individual projects in process and other data files may be retrieved from home.

The University’s website is another significant means of communication. Student clubs and organizations are posted to the website, as well as weekly class schedules, assignments and other course-related information.

**DISABILITY SERVICES:** Please see the TU-C Student Catalog for additional information.
TU-C is committed to providing reasonable accommodations to students with documented disabilities. Policies and procedures must ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs offered by the University.

Disabled students’ rights are protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). It is the policy of TU-C to insure that no qualified student with a disability is excluded from participation in or subjected to discrimination in, any University program, activity, or event.

If a student feels he or she has been discriminated against because of a disability by another student or by University personnel, he or she has the right to request an investigation into such a matter through the stated grievance policies and procedures stated in the Student Catalog.

Please see the TU-C Student Catalog for full information on procedures and information regarding requests for accommodations.
ADDITIONAL INFORMATION
Please see the TU-C Student Catalog for University-wide/Institutional Policies on:

- Student Identification
- Dress Code
- Permanent Address
- Name Change
- Transcripts
- Smoking
- Drugs, Alcohol, Firearms, and Hazing
- Visitors
- Drug-Free Workplace & Substance Abuse Policy and Procedures
- Sexual Harassment
- Impairment of Life Safety Devices
- Eating and Drinking in Classrooms
- Parking
- Vehicle Towing
- Lockers

Lost & Found
The Department of Human Resources maintains a Lost & Found Service for the University. Lost articles may be claimed from Human Resources located in Building H-83 during regular business hours. Students are urged to label all books and other personal belongings so that they can be easily identified if turned into the Lost & Found.

END OF SECTION I
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SECTION II -
JOINT MSPAS/MPH PROGRAM GENERAL POLICIES & PROCEDURES

INTRODUCTION
Accreditation
Touro University – California (TU-C) is located in Vallejo, California and holds regional accreditation from the Accrediting Commission on Higher Education for Senior Colleges and Universities, Western Association of Schools and Colleges (WASC). The Touro University College of Health Sciences (California) Joint MSPAS/MPH Program is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The next accreditation visit from the ARC-PA is scheduled for 2011. The Master of Public Health (MPH) Program has received full accreditation from the Council on Education for Public Health (CEPH) for a five-year term, effective October 30, 2009 extending to December 31, 2014.

Degrees Awarded
The Joint Program awards the following degrees:
- Master of Science in Physician Assistant Studies (MSPAS)
- Master of Public Health (MPH)

Students satisfactorily completing the 32-month course of study and who have fulfilled all of the requirements for graduation published elsewhere in this Student Handbook will receive a Master of Science in Physician Assistant Studies (MSPAS) and a Master of Public Health (MPH). Upon successful completion of the program, graduates are eligible to sit for the Physician Assistant National Certifying Examination (PANCE) administered by the National Commission on the Certification of Physician Assistants (NCCPA, www.nccpa.net). Graduates of the Program who successfully pass the PANCE, become a Physician Assistant - Certified (PA-C) and are eligible for licensure to practice as a Physician Assistant as determined by a state’s licensing board.

Program Mission Statement
Through the integration of the Physician Assistant and Public Health disciplines, the mission of the Joint MSPAS/MPH Program is to
1) train quality PAs to work with underserved populations,
2) recruit applicants from these communities or individuals with a demonstrated interest in serving these communities, and
3) increase access to care for underserved populations.

Program Purpose
The Joint MSPAS/MPH Program’s purpose is to educate and train clinically competent physician assistants (PAs) with a complementary graduate degree in public health. Consistent with the Program’s mission to improve the health status of underserved communities, the strategic plan calls for the recruitment of students from socio-economically disadvantaged areas in California and populations historically underrepresented in the health professions.
Consistent with the Competencies for the Physician Assistant Profession (http://www.nccpa.net/PAC/Competencies_home.aspx) graduates of the Joint MSPAS/MPH Program will be expected to demonstrate knowledge, proficiency and competency in the following areas and tasks as physician assistants:

**Medical Knowledge**
1. Demonstrate a functional understanding of the basic medical sciences of anatomy, physiology, pathophysiology, pharmacology, and laboratory medicine.

2. Demonstrate a functional understanding of the basic principles of applied behavioral science including normal and abnormal development, personality development, human sexuality, manifestations of stress, psychological manifestations of illness, death and dying, and psychopathology.

3. Elicit an accurate medical history across the lifespan, including Chief Complaint, History of Present Illness, Past Medical History, Family History, Review of Systems, and Social History in both a complete and directed format incorporating culturally responsive care.

4. Perform both a comprehensive and a complete directed physical examination and mental status examination across the lifespan, with the ability to recognize abnormal findings.

5. Diagnose common medical and psychological disorders based on H&P and ancillary test findings.

6. Develop an appropriate treatment plan for common disorders that may include medications, surgery, counseling, therapeutic procedures, rehabilitative therapies, or other therapeutic modalities, or referrals.

7. Counsel patients for common psychosocial problems.

8. Provide ongoing management across the lifespan for acute and chronic illness.

9. Prudently recommend diagnostic laboratory, radiographic, cardiographic, and other ancillary diagnostic studies appropriate to the H&P findings, listing common contraindications and complications of these tests.

10. Interpret common laboratory tests, electrocardiograms and radiographic studies.

11. Initiate health promotion measures such as immunizations, exercise and healthful diets, disease screening for early detection, tobacco or alcohol cessation counseling, substance abuse assessment and referral.
12. Document medical information in any of the following formats in a concise manner using accepted formats and abbreviations: the History and Physical Examination (H&P), SOAP-style progress note, and Problem Oriented Medical Record.

13. Demonstrate competence in written, oral, and electronic forms of communication.

14. Give effective oral presentations of medical cases in a clear and concise manner.

15. Demonstrate clinical reasoning and critical thinking necessary for problem solving and medical decision making.

16. Demonstrate a working knowledge of medical genetics and its role and influence in disease patterns, screenings and patient care.

17. Perform common office procedures such as:
   - venipuncture
   - splinting and limb immobilization
   - suturing and suture removal
   - sterile technique
   - injections
   - visual screening
   - superficial hemorrhage control
   - cardiopulmonary resuscitation

Professionalism
1. Define and describe the history, education, role, certification, and current professional issues affecting clinical practice and legislation of physician assistants.

2. Demonstrate an understanding of the physician assistant role, legal requirements, professional ethics and scope of practice.

3. Define the structure of the US health care system and identify the major payment systems providing coverage for medical care.

4. Define the important ethical issues involved with the medical care of patients and describe how these effect PA practice.

5. Demonstrate professionalism and the ability to foster collaborative relationships with other health care providers.

6. Demonstrate an appreciation for the importance of life-long learning, and possess the commitment to pursue life-long learning and participate in scholarly activities such as continuing medical education, medical writing, education and applied research.
7. Recognize when a medical problem is beyond the scope of a PA and refer the patient to her/his supervising physician, or recommend appropriate specialty consultation.

8. Engage in the formulation and sharing of professional ideas, concepts and research projects.

Interpersonal and Communication Skills

1. Approach patient encounters using language, body posture, facial expression, speech process and speech content that promote open communication and foster a trusting and effective patient-provider relationship.

2. Engage in self-reflection to identify weakness and strengths in an effort to continuously improve.

3. Demonstrate an awareness of social and professional responsibility.

Patient Centered Care

1. Provide culturally competent patient education for common medical illnesses and medical procedures, therapeutic regimen adherence, health maintenance, stress reduction, and family planning.

2. Provide culturally competent care, recognizing one’s own biases, and how this can have an impact on a patient’s health outcomes.

3. Practice medicine with a focus on reducing health disparities and improving health outcomes.

4. Approach clinical encounters with respect and sensitivity regardless of patient’s religious and cultural beliefs, racial, ethnic background, gender or sexual orientation.

5. Identify community health resources and how to refer patients to them.

6. Commit to promoting community wellness by providing clinical and/or public health services.

7. Incorporate evidence-based medicine in clinical decision-making.

8. Perform a medical literature search and critically evaluate the medical literature in terms of its relevance to clinical practice.

9. Demonstrate a functional understanding of the basic principles of epidemiology, evidence-based medicine, and the common statistical tools and research methods utilized in medical research.
Master of Public Health Program
Vision, Mission, Goals and Competencies

Program Vision Statement
Social justice as a framework for reducing health disparities in local and global communities.

Program Mission Statement
To promote the health and well being of local and global communities through education, service, and research with a focus on underserved populations.

Based on the “social justice” motto of the University, the Master of Public Health Program works in partnership with the public and private sectors to build on community strengths and increase the capacity of the underserved communities’ response to public health problems.

Program Goals
1. Offer the education necessary to develop, promote and successfully comprehend public health principles and ensure that all Program graduates can demonstrate knowledge and skill in the core areas of public health.

2. Prepare students to practice successfully in diverse health service, academic, and research settings.

3. Offer opportunities for faculty and students to develop and participate in research targeted towards improving the public’s health.

4. Collaborate and consult with community agencies and other organizations that are committed to improving the public’s health.

5. Evaluate, assess, and continuously improve the education, research and service activities of the Program.

Master of Public Health Competencies
Public Health Program faculty members have generated and approved a list of 62 core competencies to be mastered by students upon graduation from the program. These core competencies are guided by the competencies put forth by the Association of Schools of Public Health’s ‘Core Competency Development Project’ and by the Council of Linkages ‘Core Competencies for Public Health Officials.’

The core competencies that students of the MPH program are expected to master upon graduation are presented below:
**Systems Thinking**
The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

A. Identify characteristics of a system in the context public health interactions.

B. Identify unintended consequences produced by changes made to a public health system.

C. Explain how systems (e.g. individuals, social networks, organizations and communities) may be viewed as systems within systems in the analysis of public health problems.

D. Explain how the contexts of gender, race, poverty, history, migration and culture are important in the design of interventions within public health systems.

E. Illustrate how changes in public health systems (including input processes and output) can be measured.

F. Analyze inter-relationships among systems that influence the quality of life of people in their communities.

G. Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.

H. Analyze the impact of global trends and interdependencies on public health-related problems and systems.

I. Assess strengths and weaknesses of applying the systems approach to public health problems.

**Program Planning**
The ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.

A. Describe how social, behavioral, environmental and biological factors contribute to specific individual and community health outcomes.

C. Explain how the findings of a program evaluation can be used.

D. Describe logic models in program development implementation and evaluation.

E. Differentiate among goals, measurable objectives, related activities and expected outcomes for a public health program.
F. Differentiate the purposes of formative, process and outcome evaluation.

G. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses and emphases on reliability and validity.

H. In collaboration with others prioritize individual, organizational, and community concerns and resources for public health programs.

I. Assess evaluation reports in relation to their quality, utility, and impact on public health.

**Professionalism**
The ability to demonstrate ethical choices, values, and professional practices implicit in public health decision; consider the effect of choices on community stewardship, equity, social justice, and accountability; and to commit to personal and institutional development.

A. Discuss major milestones in the history and development of the public health profession and their relevance for practice in the field.

B. Apply basic principles of ethical analysis (e.g., the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.

C. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.

D. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.

E. Promote high standards of personal and organizational integrity, compassion, honesty, and respect for all people.

F. Analyze determinants of health and disease using an ecological framework.

G. Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.

H. Distinguish between population and individual, ethical considerations in relation to the benefits, costs, and burdens of public health programs.

I. Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated, and rooted in social justice) and how these contribute to professional practice.

J. Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g., researchers, practitioners, agencies, and organizations).
Public Health Biology
The ability to incorporate public health biology — the biological and molecular context of public health — into public health practice.
A. Describe how behavior alters human biology.
B. Identify the ethical, social and legal issues implied by public health biology.
C. Explain the role of biology in the ecological model of population-based health.
D. Articulate how biological, chemical and physical agents affect human health.
E. Apply biological principles to development and implementation of disease prevention control or management programs.
F. Apply evidence-based biological and molecular concepts to inform public health laws policies and regulations.
G. Explain and integrate general biological and molecular concepts into public health.

Leadership
The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.
A. Describe the skills, responsibilities and attributes of leadership in public health.
B. Describe alternative strategies for collaboration and partnership among organizations focused on public health goals.
C. Articulate an achievable mission set of core values and vision.
D. Engage in dialogue and learning from others to advance public health goals.
E. Demonstrate team building negotiation and conflict management skills.
F. Demonstrate transparency integrity and honesty in all actions.
G. Use collaborative methods for achieving organizational and community health goals.
H. Apply social justice and human rights principles when addressing community needs.
I. Develop strategies to motivate others for collaborative problem solving decision-making and evaluation.

Communications and Informatics
The ability to collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.
A. Describe how the public health information infrastructure is used to collect process maintain and disseminate data.
B. Describe how societal organizational and individual factors influence and are influenced by public health communications.

C. Apply theory and strategy-based communication principles across different settings and audiences.

D. Apply legal, ethical and confidentiality principles to the use of information and resources in public health settings.

E. Use communication and informatics tools in the process of design implementation and evaluation of public health programs.

F. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.

G. Use information technology to access, evaluate and interpret public health data.

H. Use informatics methods and resources as strategic tools to promote public health.

I. Use informatics and communication methods to advocate for community public health programs and policies.

**Diversity and Culture**

The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.

A. Describe the roles of history, power, privilege and structural inequality in producing health disparities.

B. Explain how professional ethics and practices relate to equity and accountability in diverse community settings.

C. Explain why cultural competence alone cannot address health disparity.

D. Use culturally appropriate concepts and skills to engage and empower diverse communities.

E. Apply the principles of community-based participatory research to improve health in diverse populations.

F. Differentiate the terms ‘availability’, ‘acceptability’ and ‘accessibility’ in the context of health care across diverse populations.

G. Differentiate between linguistic competence, cultural competency and health literacy in public health practice.

H. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.

I. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
Technical Standards

The Joint MSPAS/MPH Program has developed a set of technical standards that are required of all matriculants. Every applicant who seeks admission to the Joint MSPAS/MPH Program is expected to possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and achieve the levels of competence required by the faculty. Each candidate for the MSPAS/MPH degree must be able to integrate all information received, perform as a member of a physician-PA team, and demonstrate the ability to learn, integrate, analyze and synthesize information and data within a reasonable time frame.

These technical standards identify the requirements for admission, retention, and graduation of applicants and students. The Joint MSPAS/MPH Program will make every effort to provide reasonable accommodations for physically challenged students, however in doing so, the program must maintain the integrity of its curriculum and preserve those elements deemed essential to the acquisition of knowledge in all areas of medicine, including the demonstration of basic skills requisite for the practice of medicine. Completion of this program requires that each student independently demonstrate these capabilities. Surrogates cannot be used to accomplish the essential requirements. Students may not have undue dependence on technology or trained intermediaries. Graduates are expected to be qualified to practice in all fields of medicine.

Accordingly, the program requires each student to meet the following technical requirements.

1. Observation: The student must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises, including computer assisted instruction. The student must be able to observe a patient accurately at a distance and close at hand.

2. Communication: The student must be able to speak, hear, and observe in order to elicit information, examine patients, perceive non-verbal communication, and describe changes in mood, activity, and posture. Communication includes not only speech, but also reading and writing. The student must be able to immediately assess all information provided to allow for appropriate, well-focused follow-up inquiry. Students must also be able to communicate effectively and efficiently in oral and written form with patients, family members and all members of the health care team. Finally, the student must be capable of responsive, empathetic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences.

The student must have the ability to take a medical history and perform a physical examination. The student must also be capable of perceiving the signs of disease as manifested through the physical examination. Such information is derived from images.
of the body surfaces, palpable changes in various organs, and auditory information (patient voice, heart tones, bowel, and lung sounds).

The student must be able to process and communicate information regarding the patient’s status accurately and in timely manner to the physician supervisors and other members of the health care team. This information then needs to be communicated in a succinct, yet comprehensive manner, including settings in which the time available is limited. Written or dictated patient assessments, prescriptions, and etc., must be complete and accurate. Appropriate communication may also rely on the student’s ability to make a correct judgment in seeking supervision and consultation in a timely manner.

3. Motor Function and Mobility:
The student must have sufficient strength and coordination to perform the activities required of a Physician Assistant. These include performing a physical examination involving techniques in palpation and percussion and utilizing diagnostic instruments. The student must have sufficient stamina to sit, stand and move within the classroom, laboratory, examination rooms, treatment rooms and operating rooms for extended periods of time. They must have sufficient coordination to move about patient care environments and sufficient dexterity to use common medical instruments. The student must have sufficient motor function and execute movements required to provide general care and emergency treatment to patients. Examples of emergency treatment required for physician assistants are cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, and the suturing of simple wounds. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

4. Sensory:
The student must possess sufficient visual, auditory and tactile sensation to receive appropriate information in the classroom, laboratory and other education settings. Sensation must be sufficient to receive verbal and non-verbal information while interviewing patients and to perform inspection, auscultation and palpation techniques during physical examination of patients.

5. Visual:
The student must have the ability to discern skin, subcutaneous masses, muscles, joints, lymph nodes, and intra-abdominal organs, e.g., liver and spleen and assess asymmetry, range of motion, and tissue color and texture changes. The student must be able to perceive the presence or absence of densities in the chest and masses in the abdomen. All of these are essential for the evaluation and treatment of the patient.

7. Intellectual, Conceptual, Integrative, and Quantitative Abilities:
The student must have the cognitive abilities necessary to master relevant content in basic science and clinical courses in a timely manner. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material. The student
must be able to discern and comprehend dimensional and spatial relationships of structures and to develop reasoning and decision-making skills. Within a reasonable time frame, the student must be able to:

- Independently access and interpret medical data
- Identify significant findings from history, physical examination and laboratory data
- Provide a reasoned explanation for likely diagnoses and recommend treatment regimens
- Recall and retain information in an efficient and timely manner.

8. Behavioral and Social Abilities: The student must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive relationships with patients and co-workers. The student must be able to tolerate physically and mentally taxing workloads, adapt to changing environments, prioritize competing demands, display flexibility, and learn to function in the face of uncertainties inherent in treating patients’ problems. The student must possess attributes that include compassion, empathy, altruism, integrity, responsibility, and tolerance. The student must be able to understand the basis and content of medical ethics. The student must also possess the ability to work effectively as a team member. The student is expected to be able to accept constructive feedback and adopt appropriate modifications in his/her behavior. In addition, the student must be able to demonstrate the ability to recognize limitations in his/her knowledge, skills and abilities and to seek appropriate assistance with identified limitations.

Advance Placement
Advance placement cannot be granted in the Program.

Transfer Students from other PA Programs
The Program at TU-C does not accept transfer students.

Transfer of Credit and Credit for Experiential Learning
No credit will be granted for work related experiences.

Part-Time Status
The program does not allow part-time status for new students.

Credit by Examination
There is no credit by examination for courses taken in other institutions. All students must take all courses in the program and complete the clinical year of rotations in its entirety.

Joint Degree
All students must complete both the MSPAS and the MPH degree requirements to graduate. The MPH is not optional.
## JOINT PROGRAM EDUCATIONAL CURRICULUM

### Semester I  
**August 23, 2010 – December 17, 2010 (17 wks )**  
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<th>Course Code</th>
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<td>PA 600A</td>
<td>Basic Science Foundations/Principles of Pharmacology</td>
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<td>PA 609A</td>
<td>Anatomy w/Lab</td>
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<td>PA 612A</td>
<td>Microbiology/Laboratory Medicine</td>
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<td>Biostatistics</td>
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<td>PH 608</td>
<td>Behavioral and Social Aspects of Public Health</td>
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<td>Clinical Applications I w/Lab</td>
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<td>Health Education and Promotion</td>
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<td>PA 613A</td>
<td>Ethics for Health Professionals</td>
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<td>PH 618</td>
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<td>Program Evaluation &amp; Needs Assessment</td>
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| 1. PH 648 | Environmental Health  
(January 2 – February 10, 2012) |  | 45  | 3.0 |
| 2. PH 620 | Health Disparities & Community Organizing 
(January 2 – February 10, 2012) |  | 45  | 3.0 |
| 3. PA 636 | Family Practice I  
February 13 – March 23, 2012 |  | 240 | 6.0 |
| 4. PA 637 | Family Practice II  
March 26 – May 4, 2012 |  | 240 | 6.0 |

**Totals**  
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<th>Start - End</th>
<th>CH</th>
<th>SH</th>
</tr>
</thead>
</table>
| 1. PA 631 | Internal Medicine  
May 7 – June 15, 2012 |  | 240 | 6.0 |
| 2. PA 635 | OB/GYN  
June 18 – July 27, 2012 |  | 240 | 6.0 |

**Totals**  
480 12.0

### Semester VII  
**July 29, 2012 – November 30, 2012 (18 weeks)**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Start - End</th>
<th>CH</th>
<th>SH</th>
</tr>
</thead>
</table>
| 1. PA 634 | ER  
July 29 – September 7, 2012 |  | 240 | 6.0 |
| 2. PA 632 | Surgery  
September 10 – October 19, 2012 |  | 240 | 6.0 |
| 3. PA 633 | Pediatrics  
October 22 – November 30, 2012 |  | 240 | 6.0 |

**Totals**  
760 18.0

### Semester VIII  
**December 3, 2012 – April 19, 2013 (14 wks)**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Start - End</th>
<th>CH</th>
<th>SH</th>
</tr>
</thead>
</table>
| 1. PA 638 | Elective  
(December 3, 2012 – January 11, 2013) |  | 240 | 6.0 |
| 2. PH 623 | Public Health Field Experience  
(Jan 14-Feb 22, 2013) |  | 200 | 2.0 |
| 3. PA 668 | MSPAS Summative Course  
(Feb 25-Apr 19, 2013) |  | 45  | 3.0 |
| 4. PH 645 | MPH Capstone  
(Feb 25 – Apr 19, 2013) |  | 45  | 3.0 |

**Totals**  
530 14.0
**Required Supplies & Medical Equipment**

**Required Supplies**
- One pair of surgical scrubs for anatomy lab
- Wrist watch with second hand
- A personal computer with internet access (preferably a DSL line for faster connectivity) is highly recommended. You will need access to your e-mail as the Program and college use e-mail as the primary method of communication. Blackboard, a computer based educational platform used by the Program for course materials and grades will also need to be accessed by students through the Web. There are also computers on campus for use by students to computers on campus.

**Optional**
- Many students use a Personal Data Assistant (PDA) or other wireless communication devices (e.g. iPhone). The Program uses an electronic web-based tracking system for the clinical year; however a PDA is not required for this software.

**Required Medical Equipment**
Depending on the exact equipment models and/or styles you choose the cost of your medical equipment will range from about $600 to $1200.

- Diagnostic Set – oto/ophthalmoscope
- Stethoscope
- Blood Pressure Cuff
- Tuning fork C-128
- Tuning fork C-512
- Reflex Hammer
- Pocket eye chart/ruler

**Books**
Students can plan on spending approximately $1,000 to $3,000 on required textbooks. Course syllabi and the Program Book List also include recommended books which students are not required to purchase but may wish to have as important reference materials. In addition, Touro University library provides access to many on-line textbooks, some of which are the required texts for courses. If an on-line required course text is available, purchase of a hard text is optional as long as the student has computer access. For those texts not available on-line, students are expected to have required text by the beginning of class for each semester.
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MPH PROGRAM FACULTY/STAFF DIRECTORY – See MPH Student Handbook

END OF SECTION II
SECTION III

JOINT MSPAS/MPH PROGRAM ACADEMIC PROGRAM POLICIES AND PROCEDURES

Purpose of this Section
The section contains policies and requirements which govern academic performance and professional conduct for all Joint Master of Science in Physician Assistant Studies/Master of Public Health Program students who are enrolled in any phase of the 32 months of the Program. These policies are unique to the Program and are designed to promote standards for academic competency, professional behavior and integrity, conduct and personal responsibility necessary for practice as a Physician Assistant. It represents the parameters of achievement and behavior the Program faculty expects of its students as future health practitioners who will be serving the public and consumer. It is the responsibility of all students to be knowledgeable about Program policies. The policies will be applied to all aspects of the student's academic progress and conduct for as long as the student is enrolled in the Program.

The Physician Assistant Studies Program is responsible for safeguarding the patient and public and for the training and educating of competent Physician Assistant graduates who will be serving the public and patient. As such, the Program maintains the right to refuse to matriculate, graduate a student, as well as the right to remove a student from a clinical experience or rotation who is deemed by the faculty to be academically, clinically or professionally incompetent or otherwise unfit or unsuited for continued enrollment in the Program.

The Program reserves the right to make changes at any time to the Handbook or to the requirements for admission, graduation, tuition, fees, and any other rules or regulations.

The Joint MSPAS/MPH Program specific policies are in addition to and may be more stringent than the Touro University policies. Please read this section carefully and thoroughly. Students are expected to refer to these policies as needed. In addition, students must adhere to policies outlined in the MPH Program Student Handbook.

Attendance
The Joint MSPAS/MPH Program is an intensive program. Because important information is presented only once, the Program expects all students to attend all lectures, laboratory activities and preceptorship assignments. The Program requires all students to be available for class and instructional activities from 8 AM – 9 PM Monday through Thursday and 8 AM – 3 PM on Friday regardless if classes are scheduled. Due to the nature of the Program, courses, lectures and exams may need to be moved on short notice. Students are not permitted to take “time off” during academic semesters unless they are University defined holidays. Attendance at all classes is considered an aspect of professional responsibility and individual dependability.
Since attendance is required of all students, formal attendance will be taken in all PA and PH courses. Students will be granted one unexcused absence without penalty. Any additional absences require that the student notify the course coordinator in advance by telephone and email. Students who seek excused absences are also required to notify the course coordinator in advance. The course coordinator will determine if the student is granted an excused absence. Failure to properly notify the course coordinator as stated in the aforementioned will result in an unexcused absence. More than one unexcused absence will be addressed in a meeting with the course coordinator, documented in the student’s academic file as an incident of unprofessional behavior, and a lowering of the student’s final course grade by 5 percent. Any additional unexcused absences will result in the aforementioned penalty and placement on program probation for professionalism. It may result in placement in the category for dismissal with referral to the Joint MSPAS/MPH Student Promotions Committee. Please see the sections on Academic Probation and MSPAS Dismissal.

Absence from instructional periods for any reason does not relieve the student from the responsibility for the material covered, and such absences must be for substantial reasons such as illness or emergencies. Students in the clinical year must attend all rotations and adhere to the rotation’s schedule.

**Tardiness**

Students are expected to arrive promptly to class as this reflects professionalism and demonstrates respect not only to instructors but also to peers. Tardiness will be addressed individually by the course coordinator. Repetitive tardiness (defined as being late 2 or more times) will be addressed in a meeting with the course coordinator and documented in the student’s academic file as an incident of unprofessional behavior. A third occurrence of tardiness in the same class will result in the aforementioned penalty, placement on academic probation, and/or placement in the category for dismissal with referral to the Joint MSPAS/MPH Student Promotions Committee. Please see the sections on Academic Probation and MSPAS Dismissal.

Absent and/or late students are fully responsible for the material covered during the time period missed.

In addition to timely attendance of classes, students are expected to participate actively and respectfully in class discussions and all activities. This includes completion of reading and other pre-class assignments. Students are expected to contribute in a non-judgmental manner, and in a "give and take" dialogue about sensitive subjects. The student will demonstrate this skill by active discussion, contribution, appreciation and understanding of the subject.

**Student Time Away Requests**

While it is the Program policy that students attend all classes, labs and other program related functions, the Program understands a student may have exceptional events which might keep them from classes or program activities. Any student requesting time
away for an exceptional event must complete and submit a Time Away Request form. In addition, the student may be required to make an appointment with the designated program personnel (Colleen Wight, PA-C, MA for the 2010-2011 Academic Year) at least **one month** in advance of the event. The approval of each request is made on an individual basis and there is no guarantee the approval will be granted.

In the event the request is granted, students are responsible for all material missed including examinations. If a student will be missing an examination, they will take that exam immediately upon return to campus. This exam may be in a different format than the original examination given to the rest of the students, at the discretion of the course coordinator.

**Wireless/Laptop Policy**
In order to preserve the educational integrity of the learning environment, the use of laptop computers is prohibited during class lectures, lab or instructional activities unless the professor gives permission for such use and/or the class activity requires the use of a computer.

Students may use computers or laptops to access the Internet, during class breaks, between classes and/or during any other non-instructional time. Failure to comply with this policy is a violation of professional conduct policies violation and may result in referral to the MSPAS Student Promotions Committee.

**Communication with the Program and the University**
You have been assigned a University email address. This is the only email address that will be answered by TUC personnel. Forwarding your TUC email to another email account is discouraged. These accounts can lack the security, capability and sometimes, sufficient space necessary for downloading important attachments.

The following are additional information for email communication:
- Email responses and forwarded emails should include the original message when appropriate.
- Email messages and responses should be saved to a file (if necessary) for reference.
- It is helpful to use a signature line in your emails, including your full name and class.
- You are responsible for maintaining access to your email account as you move during your training.

**Recording of Lectures**
Permission to tape lectures is solely at the discretion of the instructor. In all instances, prior approval of the instructor must be obtained, and it is to be understood that the instructor's approval is on a voluntary basis and that such a privilege may be withdrawn at any time. Recording of group discussions needs the approval of the class as sensitive material may be part of the discussion.
Grading
At the end of each course, a grade for each student will be submitted to the Registrar. The Joint MSPAS/MPH Program makes use of a numerical system based out of 100% for grades, rather than a letter. Seventy percent (70%) and above is considered passing. In addition, some courses use P (pass) and U (no pass/fail), including the clinical rotations.

Definition of Grades
In addition to numerical grades, a course may also use the following:

- **Satisfactory**
  A 70% or above in each course is considered a satisfactory grade.

- **Pass (P)**
  Satisfactory completion of a clinical rotation or course will be entered as a P on the transcript.

- ** Unsatisfactory (U)**
  Any grade for a course or rotation that is less than 70%.

- **Unsatisfactory with successful remediation (U/70 or U/P)**
  If an unsatisfactory performance has been successfully remediated a U/number will replace the U on the transcript (i.e. U/70). The “U” denotes the initial grade of unsatisfactory and the “number” represents the final recorded grade for the course in which a student has been re-examined.

- **Incomplete (I)**
  An incomplete grade (I) indicates that a student has not been able to finish all required work for issuance of a letter grade. An incomplete grade is not counted in the grade point calculations until a letter grade replaces it. An incomplete during the academic semester must be replaced before the student enters the clinical phase. Replacement of an incomplete will be under the direction of the instructor. If the required work is not completed within the specified time, the (I) will be automatically converted to an unsatisfactory grade (U). It is to the student's advantage to arrange to make up any incomplete work as soon as possible.

- **Withdrawal (W)**
  A withdrawal indicates that a student has withdrawn from the University in good academic standing.

- **Withdrawal/Unsatisfactory (W/U)**
  If a student withdraws from the University and is on academic probation or is currently failing a course or rotation, the student will receive a W/U for all registered courses or rotations.
Maximum Hours/Time-Frame Allowed
All students are expected to complete degree requirements after having attempted not more than 150 percent of the number of credit hours of course work required for the degree program, rounded down to the nearest credit.

If it is determined at any time within a student’s course of study that they will be unable to graduate within the 150% time-frame, the student will become immediately ineligible for financial aid.

Academic Integrity

Academic honesty and integrity is expected of all students throughout their course of study at TU-C. Any violation of this code is considered to be a serious academic violation. Academic dishonesty constitutes a breach of academic integrity that violates the academic foundation of an institution and compromises the integrity and well-being of the educational program. It makes the learning and working environment hostile and offensive; it undermines the credibility of the educational process; it destroys opportunities for students to develop a strong sense of self-esteem and pride in accomplishment and the self-confidence that is an integral part of the educational growth and learning process. Students are obliged to adhere to the standards and expectations for academic integrity as delineated in the Code of Responsibilities and Rights of the Students of Touro University (See Student Catalog).

Student Academic Ethics: A Guide to Academic Integrity

What is Academic Dishonesty?
Academic dishonesty is intentional cheating, fabrication or plagiarism. It is also knowingly helping or attempting to help others be dishonest. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend upon student’s knowledge and integrity.

Cheating
Definition
Intentionally copying from another student's work or accepting assistance from other students, using or attempting to use unauthorized materials, information, or study aids during any academic exercise unless permitted by the instructor.

Clarification
1. Students completing any examination should assume that external aids (for example, books, notes, conversation with others) are prohibited unless specifically allowed by the instructor.
2. Students are responsible for maintaining an appropriate demeanor and a decorum during examinations (for example: no talking; no hats; eyes on your own paper; placing books, notes, study aids, coats and personal possessions well away from your seat).

3. Students may not have others conduct research or prepare work for them without advance authorization from the instructor. This includes, but is not limited to, the services of commercial companies.

4. Major portions of the same academic work may not be submitted more than once for credit or honors, without authorization.

5. Obtaining a copy of examination questions prior to taking the exam, obtaining a copy of a previous year’s examination or questions or reproducing a data base of test questions from memory.

6. An examination proctor who observes students cheating should record their names, inform them that disciplinary proceedings will be initiated and immediately report them to the Program, who will then report them to the Dean of Students (see Student Catalog). Students cannot be prevented from completing an examination simply based on the suspicion of cheating.

**Fabrication**

**Definition**

Intentionally falsifying or inventing any information or citation in any academic exercise.

**Clarification**

1. "Invented" information may not be used in any laboratory experiment or academic or clinical exercise. It would be improper, for example to document information regarding a patient which you “wrote in” but did not directly obtain.

2. One should acknowledge the actual source from which cited information was obtained. For example, a student should not take a quotation from a book review and then indicate that the quotation was obtained from the book itself.

3. Students must not change and resubmit previous academic work without prior permission from the instructor.
Plagiarism
Definition
Intentionally or knowingly representing the words or ideas of another person as one's own in any academic assignment or exercise.

Clarification
Direct Quotation – Every direct quotation must be identified by quotation marks or appropriate indentation and must be cited in a footnote or endnote.

Paraphrase – Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part, in one’s own words. To acknowledge a paraphrase properly, one might state, "to paraphrase Locke's comment…" Then conclude with a footnote or endnote identifying the exact reference.

Borrowed facts – Information gained in reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge include the names of leaders of prominent nations, basic scientific laws, etc. Materials which add only to a general understanding of the subject may be acknowledged in the bibliography and need not be footnoted or endnoted.

One footnote or endnote is usually enough to acknowledge indebtedness when a number of connected sentences are drawn from one source. When direct quotations are used, however, quotation marks must be inserted and acknowledgment made. Similarly, when a passage is paraphrased, acknowledgment is required. Please consult with the instructor for further clarification on citations.

Facilitating Academic Dishonesty
Definition
Intentionally or knowingly helping or attempting to help another student commit an act of academic dishonesty.

Clarification
A student must not knowingly allow another student to copy from his or her work during any academic exercise. This includes, among other things, examinations, videotapes, audiotapes, laboratory experiments and term papers.

Student Discipline Procedures
See Student Catalog - Section I, Bylaws and Regulations of the Code of Responsibilities and Rights of the Students of Touro University.
Evaluation of Student Performance

The modalities listed below are used to evaluate student performance in the PA Program. There are additional graduation requirements for the MPH. Please see the MPH Student Handbook.

1. Written examinations and quizzes.
2. Class/Lab/Seminar assignments, papers, and oral presentations.
3. Class/Lab/Seminar attendance and/or participation.
4. Lab examinations.
5. History and Physical Examination assignments
6. Practical Examinations:
   - Physical Examination skills
   - Procedure Competency Evaluations
7. Objective Structured Clinical Evaluations (OSCEs)
8. Summary Comprehensive Written Examination and OSCE

Administration of Examination Protocol
The following are the procedures regarding the administration of an examination. Both the student and proctor are responsible for ensuring the examination protocol is adhered.

Written exams may be given outside of the regularly scheduled class time. Check your schedule for date and times.

Students are responsible for the course learning objectives whether or not they are covered in lectures. Exam questions may be from the text, lectures and/or handouts. All questions will be based on both the general course and specific lecture objectives.

1. Students are required to be present for all scheduled examinations and must arrive on time for the examination.

2. A student who arrives late to an examination will not be given additional time to complete the exam. If a student arrives 15 minutes or more late from the exam start time, it will be at the discretion of the course coordinator or designated proctor to determine if the student will be permitted to take the exam at that time or whether the exam will be rescheduled for that student. If the exam is rescheduled, the exam will cover the same subject material covered by the original examination; however, the exam may be in a different format than the original examination. Furthermore, any student arriving after other students have completed the exam and left the testing area will not be allowed to start the examination.
3. A student unable to attend a scheduled examination for any reason must immediately notify the course coordinator (in person or phone) as soon as possible prior to the start of the exam. The course coordinator will determine whether the absence is excused or unexcused. A physician’s note for absences due to illness may be requested by the Program. Failure to inform the course coordinator prior to the exam will result in the grade of zero (0) for the test.

4. In the rare instance should an excused absence be granted, it is the student’s responsibility to contact the course coordinator within 36 hours to arrange to take the exam. The missed exam will be administered as soon as possible, so students should be prepared to take the exam with short notice. The date and time will be determined by the course coordinator. Although the make-up exam will cover the same subject material covered by the original examination, it may be in a different format than the original exam. Failure to make up the examination within the specified time period will result in a grade of zero (0) for that examination.

5. If a student fails to appear for an examination and fails to notify the course coordinator prior to the exam or misses an examination with an unexcused absence, formal documentation will be placed in the student file. In addition the student will receive a grade of zero (0) for the exam and no make-up exam will be offered. Such behavior is considered unprofessional and may result in disciplinary action.

6. All examinations, including examination grading sheets such as for practical/OSCE exams will remain in possession of the Program. No student may retain a copy of an examination or part of an examination. Retaining an examination is grounds for disciplinary action up to and including dismissal from the Program.

**Examination Decorum**

Assessment of the physician assistant students’ knowledge is essential. This not only reflects what the student has learned, but also the quality and content of the information presented. It is therefore essential that examination decorum consistent with accepted academic and professional standards be maintained at all times to ensure fairness and validity of exams.

Upon entry into the examination site, the student must place all books, notes, study aids, coats and personal possessions on the floor at the front of the room. No talking is allowed once an examination starts. Students are expected to uphold to the code of responsibility of students of TU-C (see Section I, Appendix A). Obtaining a copy of the exam, a previous year’s exam or questions and/or getting help from another student during the exam are all considered cheating. Any student engaging in dishonest acts during an examination are subject to disciplinary action up to and including dismissal from the Program.

Hats/caps may not be worn during any examination except for the wearing of a headpiece for religious reasons. Any student wearing a hat will be asked to remove it. Failure to comply with this or any other reasonable request of a proctor will result in
the immediate dismissal of the student from the examination. In such instances, the student will receive a zero for the examination.

Exam Review Process & Procedure
Students may review exams during designated exam review blocks only as per the procedure set forth in Appendix B of Section III.

Academic Advising
MSPAS Advising
All students will be assigned an MSPAS faculty advisor. They will meet at least once per academic semester to review academic progress and any issues that may have come up during the program.

Students are encouraged to meet with their advisor more frequently if they feel they are having problems academically or personally. It is desirable to identify problems at an early stage and bring these to the attention of the faculty advisor so that remedies can be developed and implemented. Students experiencing academic or other difficulties have access to the Dean of Students, tutoring, and counseling. It is the responsibility of the student to request help, but the faculty advisor may help facilitate or encourage an advisee to seek assistance.

MPH Advising
In addition to a PA faculty advisor, students will be assigned to an advisor in the MPH program. Please see the MPH Student Handbook.

Grievance Policy
Students may present general grievances, concerns or suggestions for improvement to the Program Director. If there is a concern from the class as a whole, then the program leaders are encouraged to meet with the Program to share these concerns in an in-person meeting. The purpose of these meetings is to encourage open communication between the students and Program administration, and address student concerns. It is the program’s goal is to encourage feedback for the purpose of quality improvement. Students should voice their concerns in a thoughtful and constructive manner. Any specific situation involving specific faculty members, specific students or individual student’s grades should be addressed in individual sessions as outlined below.

Grievances with a specific faculty member should initially be addressed directly with the faculty member unless the nature of the complaint is such that the student feels uncomfortable doing this. Complaints should be expressed using a diplomatic, reasoned approach with the goal of quick amicable conflict resolution, if possible. If the student feels uncomfortable approaching the involved faculty member for whatever reason, or if they have not been successful at resolution of the conflict with the faculty member, they should register the grievance with the Program Director. If the grievance is with the Program Director, or if they have not been able to resolve a conflict at that level, they should contact the Dean of Student Services.
If the grievance is with the Dean of the Student Services, students should contact the Office of the Provost. Violations of the Code of Responsibilities and Rights of the Students should be addressed using the policies outlined in the Section I of this handbook.

**Leave of Absence and Withdrawal**

Students can request a Leave of Absence (LOA) for medical and personal reasons or withdraw from the Program. A LOA cannot be granted to students for failure to academically progress. Students must make this request in writing to the Program Director and follow all procedures as outlined in Student Catalog regarding University policies and procedures. A LOA can be requested for up to 3 months. Students who take a Leave prior to the completion of a semester or clinical block will not receive credit for that material/rotation.

**Competency Examination for Students Returning From a Leave**

In order to ensure students returning from a Leave have retained mastery of previous covered material, the student may be required to complete and pass competency written examinations, practical examinations, and/or H&P or SOAP assignments as a pre-requisite for re-entry into the Program. The student may also be required to audit certain classes and/or labs. Students returning from a Medical Leave of Absence must be able to meet the Program Technical Standards and will be required to provide clearance to return to the Program from their medical provider (forms available through the Office of Student Services).

**Employment**

The Joint MSPAS/MPH program curriculum is rigorous and requires the presence of the student at all classes and rotations. Many hours are committed to classroom work with additional hours dedicated to self-study. For this reason, the program strongly discourages outside employment. If a student feels that it is necessary to work while in the program, it is advisable that the student inform their faculty advisor of this. Program expectations, assignments, schedules, deadlines, and responsibilities will not be altered to adjust or accommodate working students. It is expected that employment will not interfere with a student’s learning experience.

Students may work within the institution while participating in the Federal Work Study Program as long as such work will not interfere in their academic pursuits. Joint Program Students however, may not be employed by or be required to perform clerical or administrative work for the Program.

**Student Service Work**

In order to avoid practices which might conflict with the professional and educational objectives of the Joint MSPAS/MPH Program and to avoid practices in which students are substituted for regular staff, the following shall be in effect in regard to service work:
1. Students may not be hired as employees for any private or public practice, clinic or institution to perform medical services during any time they are part of the Joint MSPAS/MPH Program under the sponsorship of that specific practice, clinic or institution.

2. Students may not take the responsibility or place of qualified staff.

3. Students may not be given any payments, stipends or other remuneration for medical services performed as part of the Joint MSPAS/MPH Program.

4. Students not on academic probation may volunteer for charitable, humanitarian or community service organizations. Such volunteer work shall not interfere with a student’s academic responsibilities or be conducted at the same time a scheduled classroom or clinical instruction.

**Background Checks**
All students will undergo at least one a background check required prior to placement on clinical rotations. Some sites may also require drug screening.

**Change of Address, E-mail Address or Phone Number**
Students are required to keep the Program and the Office of the Registrar informed of any changes to mailing address, e-mail address and/or phone numbers within one business day of the change. Please visit the Registrar’s website to submit address and personal contact information at [http://tu.edu/departments.php?id=98&page=854](http://tu.edu/departments.php?id=98&page=854).

**Student Activities Related to Professional Activities**
Leadership development is an essential component of the educational process. This may require that students attend relevant off-campus activities during class/preceptorship time. Off-campus activities must be in accordance with students’ professional development. It is the responsibility of the student or approved student organization to coordinate the event and receive approval from the Program. Students requesting permission to attend an off-campus conference or program must be in good academic standing.

The student/student organization must accomplish the following to be approved:
1. The event must be submitted in writing to the Program Director at least one month prior to the event for approval.

2. Students who desire to attend an event must obtain a signature approval from the instructor/coordinate or rotation director of the course(s) they will miss. Approval must then be submitted to the academic coordinator or clinical coordinator, whichever is applicable, at least two weeks prior to the event.

3. Completed forms, indicating that the students are approved to attend the activity and that they are performing satisfactorily will then be submitted to the Program Director at least one week before the event. Forms are available in the office of the administrative assistant.
Students attending off-campus events are responsible for making up any missed classes/laboratories, examinations or other course assignments. Attendance at these events will be the fiduciary responsibility of the student.

**Academic and Professional Progress – Policies and Procedures**

**Academic Progress**
Satisfactory academic progress must be evident and demonstrated by students in the program in order to continue in the Program. Any failure to progress academically up to and including the failure of a course will be cause for referral to the MSPAS Student Promotions Committee (SPC). The MSPAS SPC monitors academic progress for the entire program to include the clinical year of experiences (refer also the Clinical Year handbook for academic progress policies associated with the clinical year).

**Students must complete and pass all academic level courses in Semesters 1 - 4 before they can progress to the clinical phase of the program.**

**Professional Progress**
Professionalism is as important as, and holds equal importance to academic progress. Students are expected to demonstrate the legal, moral and ethical standards required of a health care professional and display behavior which is consistent with these qualities. Professionalism and professional ethics are terms that signify certain scholastic, interpersonal and behavioral expectations. Among the characteristics included in this context are the knowledge, competence, demeanor, attitude, appearance, mannerisms, integrity, and morals displayed by the students to faculty, staff, preceptors, peers, patients, colleagues in health care and other educational settings and the public. The Program expects nothing short of respect and professional demeanor at all times.

**Code of Conduct**
Success in the physician assistant profession requires certain behavioral attributes including: empathy, respect, discipline, honesty, integrity, the ability to work effectively with others in a team environment, to take constructive feedback, the ability to follow direction, and the ability to address a crisis or emergency situation in a composed manner. The Accreditation Review Commission on Education for the Physician Assistant states, “The role of the physician assistant demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient’s welfare are essential attributes”. Adherence to these attributes requires that physician assistants and physician assistant students exhibit a high level of maturity and self-control even in highly stressful situations or in difficult circumstances and situations.
In keeping with these precepts, physician assistant students must conduct themselves in a demeanor that is nothing less than professional and consistent with appropriate patient care. Students will be evaluated not only on their academic and clinical skills but also on their interpersonal skills, reliability, and professional and behavioral conduct.

1. **Respect:** Students are expected to treat all patients, faculty, university staff, clinical preceptors, health care workers, and fellow students with dignity and respect. Students are expected to be able to follow direction and to appropriately express concerns in a professional and respectful manner. Conflicts are to be resolved in a diplomatic and reasoned manner. Students should be sensitive to, and tolerant of, diversity in the student and patient population. PA training requires a close working environment with other students and includes physical examination of fellow students and discussion groups that may reveal personal information. These situations must be approached with respect for the privacy, confidentiality, and feelings of fellow students.

   a. Students should offer criticism or suggestions in a thoughtful and reasoned manner that fosters respect and trust. Displays of anger, which include demeaning, offensive, argumentative, threatening language/behavior, or language that is insensitive to race, gender, ethnicity, religion, and sexual orientation will not be tolerated. Students must be appropriately responsive to lawful requests from their instructors, preceptors, and clinical sites. Students shall not display disruptive or obstructive behavior at the university or at clinical sites. Any concerns brought to the program regarding the student will be addressed and discussed with the student should an issue arise.

2. **Flexibility:** PA training involves instruction from practicing clinicians with unpredictable schedules. At times, lectures or clinical session times may need to be adjusted with short notice. We believe the advantage of utilizing practicing clinicians outweighs this inconvenience, and require students to be flexible and tolerant of changes. Student schedules in the academic and clinical year may involve night and weekend hours.

3. **Integrity:** Students are expected to follow all policies in the Student Code of Conduct outlined in this handbook and the Clinical Rotation Handbook including those pertaining to academic honesty. Infractions such as forgery, plagiarism, stealing/copying tests, and cheating during examinations will not be tolerated. PA students are also expected to display the highest ethical standards commensurate with work as a health care professional. Some of these are outlined in the Guidelines for Ethical Conduct for the Physician Assistant Profession published by the American Academy of Physician Assistants (see Appendix A). Students shall report any illegal or unethical activity to the Program Director, Associate Program Director or Clinical Coordinator. Students may not accept gifts or gratuities from patients or families. Breeches in
confidentiality, falsification of records, misuse of medications, and sexual relationships with patients will not be tolerated.

4. **Identification**: Students must always identify themselves as “physician assistant students” to patients and clinical site staff, and never present themselves as physicians, residents, medical students, or graduate physician assistants. Students must wear a short clinical jacket with the Program patch while at all clinical sites unless instructed not to do so by the clinical site or the Program. Students must always wear their Program-supplied nametag while at clinical sites. While in the Program students may not use previously earned titles (i.e., RN, MD, DC, Ph.D., Dr etc.) for identification purposes.

5. **Confidentiality**: In accordance with the guidelines for ethical conduct of the PA profession and in compliance with HIPPA Standards, students must respect and maintain the confidentiality of patients. Students are not permitted to discuss any patients by name or any other identifiable means outside the clinical encounter. For academic presentations and H&P and/or SOAP assignments, all identifiable information must be removed as per HIPAA requirements. The confidentiality of fellow students should be respected and maintained as well.

6. **Health and Safety**: Any student whose actions directly or indirectly jeopardize the health and safety of patients, faculty, clinical site staff or fellow students may be immediately removed from the clinical site and/or face disciplinary action. Removal from a clinical rotation may prolong the length of the program and delay the student’s graduation.

7. **Nondiscrimination**: Students shall deliver health care service to patients without regard to their race, religion, gender, creed, national origin, sexual orientation, socioeconomic status, disability, disease status, legal involvement, or political beliefs.

8. **Student Role**: Students must be aware of their limitations as students and of the limitations and regulations pertaining to PA practice. Students at clinical sites must always work under the supervision of a preceptor. They may not function in the place of an employee or assume primary responsibility for a patient’s care. **Students shall not treat and discharge a patient from care without consultation with the clinical preceptor.** Students should seek advice when appropriate and should not be evaluating or treating patients without supervision from, and direct access to a supervising clinical preceptor at all times. Unusual or abnormal physical findings should be confirmed by a licensed provider. **All patients must be seen by a licensed provider PRIOR to leaving the facility.** Students shall perform only those procedures authorized by the preceptor. Students must adhere to all regulations of the Program and the clinical sites. The student is to contact the Program immediately with any questions or concerns about the student’s role at a site.
9. **Attire**- Students at clinical sites, during professional activities and OSCE’s are expected to dress in conservative professional attire, and present a clean and neat appearance. Hair should be neatly groomed and students should be conscious of personal hygiene. Students must avoid soiled or revealing clothes. Men should wear a tie. Jeans and sneakers/athletic shoes are not permitted. Students should wear a short white clinical jacket with the Program patch at all times except when specifically requested not to do so by the preceptor. Students are not to not wear full-length lab coats.

10. **Impairment**: Students shall not appear at the university or clinical sites under the influence of alcohol or drugs. Should this occur, the student will immediately be removed from the rotation and referred to the SPC for disciplinary action.

11. **Weapons**- Students are not permitted to carry any firearms or other weapons to clinical sites.

**Timeliness/Lateness/Leaving Early**

Students must report to all classes, labs, seminars, call-back days and clinical sites at the scheduled time. Students must also return messages from the PA Program, faculty, clinical preceptors, patients, and clinical sites in a timely manner (within 24 - 36 hours).

In the Clinical Phase it is the responsibility of the student to report to clinical sites promptly at assigned times designated by the preceptor. If a student feels he/she will be late they must contact the preceptor coordinator. Students must report to, and stay at the site the entire time designated on their approved schedule and are not to leave early without preceptor and Program approval. Students must also submit all required assignments and forms by their designated due date. Repetitive lateness (more than one time), leaving early, unreported lateness or leaving early, or recurrent (more than one time) paperwork tardiness will result in lowering of a grade, and may result in further disciplinary action such as suspension for multiple infractions, or dismissal from the program if these occur three times or more in the Clinical Year. Students must report to all Call-Back Days on time and stay for the entire day.

Attendance and timeliness are important aspects of professional behavior. Repetitive lateness, absences, leaving early, or paperwork/assignment tardiness in any portion of the Program may result in disciplinary action.

Students must adhere to the professional standards and Code of Conduct. Failure to do so will result in the following:

1. **First incident of unprofessional behavior**
   a. The Program will document the incident in writing and the student will meet the faculty. This documentation will go on the student’s permanent record.
II. Second incident of unprofessional behavior
   a. The student will be automatically referred to the SPC Committee.
      i. The Committee will meet to determine a course of action for
         the behavior that can include but is not limited to corrective
         or disciplinary action, probation and dismissal.

Additional Guidelines for conduct specific to the clinical training experiences are
outlined in the Clinical Rotation Handbook to be distributed to students in academic
Semester IV.

Program/Academic/Professionalism Probation – Joint MSPAS/MPH Program
Program Probation is internal to the program and is not documented on the official
transcript. It is instituted when a student fails a major course exam or has
professionalism issues and serves as a warning that improvement is needed. In order to
be removed from Program Probation, a student must successfully pass a re-evaluation
of the course material and/or demonstrate improvement in professional behaviors.
Failure to successfully remediate the material will result in failure in the course and
placement on Academic Probation. Failure to improve professionalism issues will
result in placement on Professionalism Probation.

Academic Probation is the result of unsatisfactory scholarship or professionalism which
may lead to dismissal from the program. It is documented on the official transcript.

Professionalism Probation is a subcategory of Academic Probation. It is the result of
unsatisfactory professionalism which may lead to dismissal from the program.

Probation is a warning that there are deficiencies. Steps to remediate these deficiencies
will be provided to the student. During probation, the student’s academic/clinical
progress and/or professional conduct will be closely monitored by the MSPAS Student
Promotion Committee (SPC) and the MPH Academic Progress Committee (APC).
Failure to demonstrate improvement in areas of deficiency may place a student in the
category for dismissal.

Most state licensure boards request information on academic and professionalism
probation when paperwork verifying program graduation is completed. The Program
must document when a student has been on Academic and/or Professionalism
Probation, and in most cases, the reasons for probation.

Students must meet the minimum standards and requirements set by the Joint
MSPAS/MPH Program and Touro University in order to remain in good academic
standing.
MSPAS Program Criteria for Placement on Academic/Professional Probation

The following are criteria for which a student will be placed on probation:

- Failure of a course
- Semester GPA < 2.3 MSPAS coursework
- Failure of re-examination under a remediation plan
- Professional misconduct, behavior and/or attitude inconsistent with the PA
- Failure to abide by program policies and any of the Professional Promise/Code of Conduct Policies found in this handbook
- Failure to adhere to procedures as defined in the Clinical Rotations Handbook
- Verbal or written reports and/or evaluations from academic faculty, clinical preceptors or designees indicating that a student is not adhering to site regulations, site schedule, ethical standards of conduct, limitations of student role, or that the student is not progressing academically or not demonstrating proficiency to a level where it may jeopardize patient safety. It is important to remember that some aspects of knowledge integration and clinical judgment cannot be adequately evaluated by examinations alone. Observations from academic and/or clinical faculty are crucial for evaluating these critical skills.
- Failure to follow and/or comply with requirements set forth by the MSPAS SPC and Program Director

MSPAS Terms of Probation

1. When a student is placed on probation he/she will be notified in writing by the Program and the reasons will be stated. A copy of this letter will be provided to the Dean of Students and the Registrar’s office, and placed in the student's academic file. Probation is also noted on the official transcript.

2. A student will remain on probation until the terms of probation have been satisfied, as stated in the remediation plan and probation letter. Probation may continue throughout the remainder of the didactic year, or until graduation, if deemed appropriate.

3. A cumulative semester GPA of 2.5 or greater by the end of the following academic semester is required of a student placed on probation.

4. In the case of probation due to professional misconduct, the program will determine whether or not the student has achieved professional behavior. This information may be gained from faculty evaluations, preceptor evaluations or any other evaluations from individuals the Program deem appropriate. Failure to remediate professionalism issues will result in referral to the SPC.

5. When the terms of probation have been satisfied, notification of removal from probation will be forwarded to the Registrar and the Dean of Students so the necessary adjustments to the student’s transcript can be made. Additionally, documentation will be placed in the student’s academic file.
6. A student on Academic Probation may not serve as an officer of any official TU-C club or organization, or as a representative of the College. If a student who is presently serving as an officer/representative is placed on Academic Probation, a substitute officer/representative will be chosen to fulfill the position until the student is removed from probation.

MSPAS Remediation
Remediation is the opportunity to correct unsatisfactory performance, progress and/or professional conduct in the program. The offer of remediation is not automatic or guaranteed. Recommendations regarding remediation will be made by the MSPAS SPC on an individual basis after considering all pertinent circumstances in each case and with a final decision made by the Program Director. Any student placed on probation for academic or professionalism reasons and offered remediation must fulfill all the terms of the contract of the remediation plan within the designated time frame or face actions including, but not limited to, dismissal. Remediation is to be regarded as a privilege which must be earned by a student through demonstrated dedication to learning, and active participation in the educational program to include, but not limited to, overall academic/clinical performance, regular attendance, and individual initiative and utilization of resources available to him/her.

The MSPAS SPC may recommend a remediation plan that includes, but is not limited to, the following:

1. Development of a contract/plan which outlines and defines a remediation program, successful remediation criteria and the responsibilities of the student.

2. A re-examination of failed subject material as constructed by the course coordinator. The student must score at least a 75% or greater in the didactic year and 80% in the clinical year to successfully pass the re-examination. The maximum assigned score for a re-examination is 70%. A student must score 85% for an OSCE. The highest grade assignment for a successfully remediated course is U/70.

3. Repeating the course or courses failed the next time the course(s) is offered.

4. Repeating the entire academic semester. The student will be required to repeat all course offerings.

5. Auditing previously taken courses or laboratory classes for students with a remediation plan which includes extended time away from studies.

6. Demonstrating continued competency in previously learned material by passing re-entry competency requirements for students with a remediation plan which includes extended time away from studies.

7. Repeating a clinical rotation.
8. Requiring corrective action on the part of the student for unprofessional behavior and/or misconduct. This may include but is not limited to direct apologies, letters of apology, ongoing monitoring and reports of professional behavior corrections by faculty, preceptors etc.

Students who are directed to repeat a year of curriculum for academic reasons remain on Academic Probation until successful completion of all courses scheduled within that academic year.

Failure of a remediation results in:

- failure of the course
- placement on Academic Probation
- referral to the MSPAS SPC committee, and
- consideration for the placement in the category for dismissal.

Students who fail to meet the requirements of a remediation contract or competency exam will be referred to the MSPAS SPC committee and may be placed in the category for dismissal.

**MSPAS Dismissal**

It should be clearly understood that Touro University - California, Joint MSPAS/MPH Program after due consideration and process, reserves the right to require the dismissal of any student at any time before graduation if circumstances of a legal, moral, behavioral, ethical, patient safety concerns, health or academic nature justify such an action.

If a student is dismissed for failure of the MSPAS component of the Joint Program he/she may apply for consideration to the stand-alone MPH Program. However, acceptance is at the discretion of the MPH Program Director. If a student is dismissed for failure of the MPH Program, they may not remain in the MSPAS component of the Joint Program and will therefore dismissed as a Joint student.

**MSPAS Criteria for dismissal**

Any of the following may place a student in the category for dismissal:

1. Failure of 2 or more didactic courses within the MSPAS curriculum
2. Failure of 2 or more clinical rotations
3. Failure of 3 or more end-of-rotation examinations on the first attempt
4. Failure of a repeated or remediated course
5. Failure of re-entry competency examinations
6. Failure to comply with or complete a remediation program within the defined time frame by a student on probation
7. Two or more occurrences of professional misconduct, behavior and/or attitude inconsistent with the PA profession
8. Verbal or written reports from academic faculty, clinical preceptors or designees indicating that a student who is already on probation is not adhering to site regulations, site schedules, ethical standards of conduct, or limitations
9. Failure to maintain a minimum semester cumulative GPA of 2.5 or greater after being on Academic Probation in the prior academic semester.
10. Consistently failing to progress academically
11. Jeopardizing patient safety because of lack of skill or knowledge
12. Two or more occurrences of failure to follow program policies and procedures as defined in this Handbook as well as those defined in the Clinical Rotation Handbook.

Decisions regarding dismissal are made on an individual basis after considering all pertinent circumstances and extenuating circumstances relating to the case. The MSPAS SPC recommends dismissal to the Program Director. The Program Director issues a letter of decision to the student. Dismissal is immediately effective upon receipt of the letter of notification from the Program Director. If a student is dismissed, his/her registration will be voided and tuition will be refunded per University policy.

**MSPAS Student Promotion Committee (SPC)**
The MSPAS SPC is made up of faculty members from the Joint MSPAS/MPH Program and other representatives from other Colleges in the University. This committee is charged with monitoring all Joint MSPAS/MPH students both academically and professionally, and reviews the cases of students who meet the criteria for probation or dismissal. The MSPAS SPC reviews the academic progress of courses in the PA curriculum of the Joint Program. This committee works with the MPH Academic Progress Committee (APC) when dealing with failure of a public health course or requirement issue. The MSPAS SPC may review student records and discuss student records with appropriate faculty members and/or preceptors in determining an appropriate course of action for students experiencing academic and/or professional conduct difficulties in the program. The MSPAS SPC may choose to request the appearance of the student during an MSPAS SPC meeting. The committee can recommend remedial or corrective actions (see above), probation, or dismissal. Recommendations are on an individual basis after considering all pertinent circumstances in each case. The committee’s recommendations are forwarded to the MSPAS Program Director for review. The Program Director may agree, amend or disagree with SPC recommendation. The Program Director issues a letter of decision to the student regarding their status in the program.

Since the MSPAS Program only offers courses once a year, if the MSPAS SPC recommends that a student repeat an entire semester, the student must withdraw from the Program for one year until that semester is offered again. A place will be held for the student to return to the program at the beginning of the semester which must be repeated. See additional requirements above.
Failure to comply with requirements put forth by the Committee and Program Director will be considered unprofessional conduct and will place a student in the category for dismissal.

**MPH Program Criteria for Placement on Academic/Professional Probation or Dismissal**
The Public Health has separate criteria for probation and dismissal. Please see the MPH Student Handbook for complete details.

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### Appeal Process & Procedure for Program Dismissal

Following notification (hand or traceable letter delivery) of a decision for dismissal, a student may wish to appeal the decision to the Dean of the College of Health Sciences and if necessary, to the University Provost. He or she has (7) business days from the date on the dismissal letter from the Program within which to submit a formal written appeal of the decision to the Dean of the College of Health Sciences. The appeal request must be submitted in writing and delivered to the Office of the Dean within this seven-day period. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain his/her situation and substantiate the reason(s) for advocating a reversal of the dismissal. Failure to submit an appeal within the deadline will cause the students to lose their right to appeal.

1. While the appeal is pending, the status of the student will not be altered, unless the student is in the clinical year. The program reserves the right to remove the student from clinical rotations until such time the appeal decision is rendered by the Dean, if there is concern about patient safety. Removal from a clinical rotation may prolong the length of the program and delay the student’s graduation should the appeal be granted.

**Appeal to the Dean**
The Dean may grant an appeal only on showing one of the following:

1. Bias of one or more of the members of the MSPAS SPC or by the Program Director.
2. New, material, documented information not available to the committee at the time of its initial decision.
3. Procedural error.

The Dean may choose any of the following options when an appeal to dismiss a student is under consideration:

1. Concur with recommendation of the MSPAS SPC and/or Program Director to dismiss
2. Amend the recommendation of the MSPAS SPC and/or Program Director
3. Convene an ad hoc committee consisting of three members to review the Program Director’s decision. The ad-hoc committee will present its findings to the Dean for consideration.

If the Dean concurs with the recommendation to dismiss, the student may make a final appeal to the Provost.

**Appeal to the Provost**

This appeal request must be submitted in writing and delivered to the Office of the Provost within (7) business days from the date on the appeal decision letter from the Dean. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain his/her situation and substantiate the reason(s) for advocating a reversal of the dismissal.

The Provost may grant an appeal only on showing one of the following:

1. Bias of one or more of the members of the MSPAS SPC, Program Director or Dean.
2. New, material, documented information not available to the committee, Program Director or Dean at the time of its initial decision.
3. Procedural error.

The Provost may choose any of the following options when an appeal to dismiss a student is under consideration:

1. Concur with recommendation of the Dean to dismiss.
2. Amend the recommendation
3. Convene an ad hoc committee consisting of three members to review the Student Promotion Committee, Program Director and Dean’s recommendation. The ad-hoc committee will present its findings to the Provost for consideration.

The decision of the Provost is final and notification of his or her decision will be sent directly from the Provost to the student. If the Provost upholds the decision to dismiss the dismissal is effective immediately and the student must withdraw from the University.

**Graduation Requirements**

**MSPAS requirements**

A student will be recommended for the Master of Science in Physician Assistant Studies provided he/she has fulfilled the following:

1. Completed all prescribed academic requirements with a cumulative weighted grade point average of 2.0 or higher in the MSPAS program and has no incomplete or unsatisfactory grades
2. Successfully passed the MSPAS Summative course
3. Demonstrated no deficiencies in ethical, professional or personal conduct which would make it inappropriate to award the degrees and has received a final overall satisfactory rating on the Professional Evaluation
4. Complied with all legal and financial requirements of Touro University California
5. Completed the academic requirements within 48 months following matriculation
6. Completed and submitted the Application for Graduation from the Office of the Registrar.

**MPH requirements**

A student will be recommended for the Master of Public Health provided he/she has fulfilled the following:

1. Satisfactory completion of the Master of Public Health Program requirements:
   - a. Required core and Community Health Track courses in the MPH curriculum;
   - b. 30 credit hours; and
   - c. 200 contact hours of public health field study experience;
   - d. MPH Capstone
2. Completed the university requirements within the specified time limitations.
3. Completed and submitted the Application for Graduation from the Office of the Registrar.

**Master’s Capstone**

The capstone project is a culminating project in the MPH program that allows students to demonstrate public health competencies through the completion of a major written paper on a significant public health issue or topic. The capstone project is an independent study course, conducted under the supervision of a Public Health Program faculty member.

END OF SECTION III
SECTION III: APPENDIX A

The Guidelines for Ethical Conduct for the Physician Assistant Profession can be downloaded at:

http://www.aapa.org/advocacy-and-practice-resources/practice-resources/ethics
SECTION III:
APPENDIX B

Exam Review Process & Procedure
Exam review blocks will be schedule to provide a minimum of three opportunities for students to review exams. These will be scheduled based on the current exam schedule. However students can only be reviewed after all students have taken them and only after grades have been posted. If an exam review block is scheduled, but the exam grades have not yet been posted, that exam review block will be cancelled and another scheduled.

A list of exam review dates/times will be posted in the PA Program on the wall near the administrative assistant’s office. You will be responsible to sign up and indicate which exam you would like to review. There are ten available spots for each exam review time block. An email will be sent out through the listserves indicating when the signup sheets have been posted. You must come and sign up in person for a review slot. Sign up is on a first come first serve basis. If you decide you will not be attending for the review session for which you signed up for, you must come in person and remove your name so staff knows you will not be attending and it opens the slot for another student. Please do not call or email staff to do this for you.

There will be no walk-ins to the exam review blocks.

Reminder: Scantrons are not reviewed during the block exams.

Exam review is an individual activity for which the student reviews those questions which were missed. The maximum amount of time for review per exam is 30 minutes. Students may review more than 1 exam in a 30 minute block, however only 1 exam can be reviewed at a time. For example a student wants to review both the pharmacology and clinical medicine exam in the time block of 9-9:30. He/she will be given one exam to review and when they have completed that, it will be handed back to the staff in the room who will hand the student the other exam. At the end of the 30 minutes, all students will be asked to leave the room to provide for the next group to enter. Students may sign up for 2 consecutive blocks; however he/she will still only have 30 minutes per exam.

Students are not permitted to have any writing or recording devices, paper, books, cell phones etc during the exam review. Students may not write any notes during the exam review. If a student still has a question or is in need of clarity regarding a particular question, he/she can either fill out a question challenge form stating their concern or he/she can set up an appointment to discuss it with the course coordinator.

If, due to extenuating circumstances a student is unable to make any of the review times blocks offered, the student must contact the course coordinator directly to request review of the exam; however this request must come within 10 days of the grades being posted.
I have read, understand and agree to follow the policies and procedures as set forth by Touro University - California and the Joint MSPAS/MPH program as outlined in this handbook. As a student I am responsible for referring to this Handbook for specific policies and procedures governing my status as a student to include program requirements, goals and objectives, satisfactory academic and professional progress, graduation requirements and grievance policies.

____________________________________
Student Name (Print)

____________________________________  ________________
Student Signature  Date

Signature Sheet Due to Program Office by Noon on Monday, September 13, 2010.