This Student 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 (TUCA) as well as the general policies and procedures that govern campus life. More detailed information is available in the TUCA 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 three colleges – College of Osteopathic Medicine (grants the Doctor of Osteopathic Medicine Degree – D.O.), the College of Education and Health Sciences (provides teacher credentials and grants the Master of Science in Physician Assistant Studies-MSPAS and the Master of Public Health-MPH), 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 provides 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. TUCA 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 is documented and placed in the student’s personal file. Students who are having personal and/or academic difficulties will be referred to Student Services.

Student Tutor Program
Through the Office of Student Services, the Learning Resource Center provide academic support, 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 students 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. Immunization records are also kept by the Program for submission to clinical training sites as requested. 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 precedes through his/her professional career.
Student Health Admission Requirements

Students must fulfill the requirements listed below prior to, and during the Program in compliance with the TUCA Student Health Immunization and Health Screening Policy in order to assure protection against certain communicable diseases.

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.

1. Admitting health history and physical examination within 6 months prior to beginning classes
   - The student must complete the Adult Medical History Form
   - The Health Care Provider must complete (1) Physical Examination, (2) Vaccination History (3) Tuberculosis Screening Forms.

2. Tuberculosis screening
   - If the student has a history of Negative PPD, they need to have a PPD placed and read within 6 months of matriculation
   - If the student has a history of a positive PPD, or is a PPD converter, complete Sections B and C on the Tuberculosis Screening Form. Information regarding the History of positive PPD and the Symptom Checklist must be completed. A Negative Chest Xray Report within 6 months prior to beginning classes will also be required.
   - **All students must have annual tuberculosis screening** (PPD or Tuberculosis Symptom Checklist).
     - If the student’s PPD is negative, a PPD must be applied every 12 months while attending Touro University.
     - If the student has a positive PPD, the Tuberculosis Symptom Checklist (Section C) must be submitted every 12 months while attending Touro University.
     - If the student has a positive PPD and a negative chest X-ray, and received BCG in the past, an interferon-gamma release assay (IGRA) may differentiate between latent tuberculosis and BCG effect. Please consult the Student Health Department for further advice.

3. Documentation of quantitative (not qualitative) antibody titers for the following (required by clinical rotation sites):
   - Measles
   - Mumps
   - Rubella
   - Varicella
   - Hepatitis B
For those students who have a negative titer, indicating that they are not immune, a second immunization series is required. One to two months after this is completed, a SECOND titer must be obtained. Follow up at that point depends on the titer results and which immunization series is affected.

4. Tdap within the past 10 years
   - The Advisory Committee on Immunization Practices (ACIP) recommends that all Health Care Workers (HCW) receive one dose of a pertussis containing Td vaccine (Tdap).
   - All MSPAS/MPH students are required to have received a dose of Tdap vaccine within the past 10 years.

**Immunizations and titers that are recommended, but not required, by Touro University:**
- Seasonal Influenza Vaccine
- Hepatitis A vaccine 2 dose schedule
- HPV vaccine
- Hepatitis C antibody test
- Meningococcal Vaccine

Students must report any change in their health not noted on their annual physical examination to Student Health Services immediately. Failure to notify the University of any significant health changes which may affect patient care or ability to meet Program Technical Standards may result in dismissal from the Program.

**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 Education and 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@tu.edu.

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

Additionally, Touro University operates an ambulatory care facility:
Touro University Medical Center (TUMC)
160 Glen Cove Marina Rd. Suite 103
Vallejo, CA 94591
The TUMC serves the medical needs of TUCA 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 student should always identify himself/herself as a TUCA 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.

A reminder to all students: Principal PA Program faculty may not participate in the care of PA students. This is an ARC-PA accreditation standard.

**Student Health Insurance Requirements**

The university and clinical sites require documentation of current health insurance coverage. The Student Health Insurance Program is a mandatory program for Joint MSPAS/MPH 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 TUCA 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.

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.

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.

**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

Additional Important Phone numbers:
- Campus Security (707) 638-5804
- Emergency Pager (707) 551-6034
- Vallejo Police (707) 552-3285
- Vallejo Fire Dept. (707) 552-3285

STUDENT RECORDS
Discourse 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 not 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 Program Director to discuss the reason for the leave and the effects on his or her academic progress.
2. The student must then complete a Leave of Absence Petition and obtain all required signatures of institutional officials, including that of the 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 TUCA 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**

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 TUCA is required to meet with the MSPAS/MPH Program Director. 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 Dean if desired.

**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:

<table>
<thead>
<tr>
<th>Period of Withdrawal</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<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>
</tr>
</tbody>
</table>

*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 TUCA.

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 IT 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 IT 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 TUCA and as alumni.

On arrival to campus, students are issued a network login that 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
TUCA 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 TUCA 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.

**Procedures and Information Regarding Requests for Accommodations**

The following procedures and information serve as guide for students seeking special accommodations for disabilities.

An application for accommodation of a disability must be made by the student. Verbal disclosure prior to or following admission is not sufficient. Students may apply for special accommodations anytime during their academic curriculum, however, if granted, the accommodation is given only for the academic year in which it is requested. In case of changed circumstances, with respect to any disability, subsequent applications must follow for each academic year the student is requesting accommodations (including request during clinical rotations, clerkships, internships or any other off campus programs that are part of the students’ required college/program curriculum).

A student requesting an accommodation for a disability under the ADA must meet with the Dean of Students. An application for accommodation of a disability can be filled out in this office. Although students can apply for accommodations at any time during their academic program, it is strongly advised that if you are seeking accommodations, you have the following paperwork and documentation on file in the Office of the Dean of Students prior to your request.

1. Students must fill out the Request for Accommodations of Disability Application (RADA) prior to consideration of such requests. To expedite the process, students are encouraged to have this form prior to their meeting with the Dean of Students. The form is available in the Office of Student Affairs.

2. Documentation is required from a physician, clinical psychologist or other certified individual and a report must be on file in Office of Student Affairs before any accommodation can be granted. It is the student’s responsibility to make sure that all required documentation is forwarded to the Office of Student Affairs. Documentation and should include:
   a) A cover letter from the physician, clinical psychologist or other certified individual.

   b) Appropriate and thorough diagnostic test results. Summarization of results, while helpful, by itself is not considered satisfactory. The report should also a) clearly diagnose the disability, b) report the severity of the disability, c) offer implications of the disability for the students’ program of study, and d) include a summary of what accommodations are needed to assist in overcoming the disability.
c) Test results must be within the last five years prior to the request.

**Accommodations**
The following is a list of accommodations that may be provided for, given the student has provided the appropriate documentation:

- extra time on timed examinations and/or quizzes
- extra time on in-class assignments
- provisions to take examinations and/or quizzes in a quiet, separate room
- tape recording of lectures
- note taker services
- front row access in classes with assigned seating
- other accommodations will be considered as presented

**Types of Documentation Students Should Provide**
As a guide to both students and faculty, appropriate documentation needed to fulfill criteria to be considered learning disabled may include, but are not limited to, the following:

- the WAIS-R individualized measure of intelligence or comparable test, given in the last 5 years,
- the Woodcock-Johnson Psycho educational Batter-Revised or other comprehensive, psycho education test that demonstrates that specific area of academics may be significantly below expectations,
- a standardized test or tests that indicate specific areas of the student’s strengths and weaknesses and gives recommendations for remediation,
- documentation summarizing the students accommodations throughout elementary, secondary, or post-secondary education and placement in any special programs while in school,
- all other documentation that gives assistance or identifies behavioral or attention problems that may warrant special accommodations.

**Process to Determine Reasonable Accommodation**
It is the responsibility of the Dean of Students to review the documentation and assess whether the accommodation is reasonable. Decisions shall be rendered in ten (10) business days and based on the following criteria:

- Has the student provided appropriate documentation that he/she has a disability?
- Was the request submitted according to the procedures stated above?
- Is the request reasonable within the student’s required program of study? A reasonable request should not fundamentally alter the student’s program of study.
- Does the request for accommodation interfere with a required component of the students’ academic program or lower essential academic standards?
- Without this accommodation, would the student still be able to effectively learn the required material?
It is the responsibility of the Dean of Student to discuss with the student how he/she can communicate to faculty and facilitate initiation of requested accommodations. If the requested accommodation meets approved criteria, the Dean of Students will request the accommodation, in writing to the Department Chair in charge of the course or courses within which an accommodation is or accommodations are being requested.

The Dean of Students will also notify the appropriate associate dean. It is the responsibility of the Department Chair or Program Director to inform all appropriate instructors of the request for accommodation. The Dean of Students will send the letter of request for accommodation every academic semester within that academic year to the appropriate Department Chair. **Students are reminded, however, that they must reapply each academic year to be considered for accommodations.**

Once a letter requesting accommodations has been sent from the Dean of Students to the Department Chair, it is the students’ responsibility to arrange the approved accommodations with course instructors. Students must do this prior to having the accommodation made available.

It is the students’ responsibility to approach the specific instructor of the class they wish to be accommodated and discuss what works best for, him/her, within the parameters of the requested accommodation(s). Students, while having a specific disability and requesting accommodations for one course, may or may not want special accommodations for other courses within their program of study. The wording provided in the written letter from the Dean of Students and Department Chairs will state, "If requested, the following accommodations are recommended..."

Students are encouraged to immediately bring problems to the attention of Dean of Students. It is the responsibility of the Dean of Students to monitor all arrangements regarding disability accommodations. If a student feels he or she is being discriminated against because of a disability, he or she has the right to request an investigation into such a matter through the stated grievance policies and procedure in Appendix B of this Handbook. Students who are in need of testing or the need to provide current documentation should meet with the Dean of Students. Information on testing and testing locations can be obtained through this office. Costs of testing and assessments are the responsibility of the student.

If students have gone through the proper procedures and the request is denied, they may request an appeal from the Committee on Disabilities which is an ad-hoc committee that will be established by the Office of Student Affairs. The request for appeal must be made in writing within 30 days of notice of receiving the initial decision “to deny." The decision of the Committee shall be rendered in ten (10) business days and will be considered final.
Access to these records is restricted. If the accommodating departments(s), instructors(s), wish to view a copy of the student assessment, they may do so only with the express written consent of the student and must show reason why they wish to view the assessment. Copies of the detailed assessment are maintained in a confidential file in the Office of Student Affairs and may only be viewed by this office and individuals that the student has identified.

Students who wish to request accommodations for board examinations or other certifying examinations are urged to contact the governing body or institution responsible for the administration of such examinations. Requirements for requesting accommodations under the ADA for these examinations will be determined by the respective governing body or institution and may be different from requirements established by TUCA.

Glossary of Terms Related to Disabilities
Disability: A physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment. (28 CRC Part 26 page 35698)

Major Life Activity: Examples are caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Impairment: Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs (which would include speech organs that are not respiratory such as vocal cords, soft palate, tongue, etc.); respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hematologic and lymphatic; dermatologic; and endocrine.

RIGHTS AND RESPONSIBILITIES OF THE UNIVERSITY
Rights
• The right of the university to set and maintain standards for admitting and evaluating the progress of students.
• The right of the faculty to establish, maintain and monitor standards of academic performance and to develop and assess content domains.
• The right to establish technical standards for admission of students into TUCA programs.
• The right to request current documentation from a student completed by an appropriate professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
• The right to consult with the student, discuss a student’s need for reasonable accommodations, academic adjustments, and/or auxiliary aids in consultation with students with disabilities.
• The right to deny a request for accommodations, academic adjustments, and/or auxiliary aids if the documentation fails to verify the need for the requested services, or the documentation is not provided in a timely manner.
• The right to refuse to provide or modify an accommodation, adjustment, and/or auxiliary aids that is inappropriate or unreasonable including any that:
  • pose a direct threat to the health and safety of others;
  • constitutes a substantial change or alteration to an essential element of a course or program; or,
  • poses undue financial or administrative burden on the university.

Responsibilities
• The responsibility to ensure that University courses, programs, services, job, activities and facilities when viewed in their entirety, are offered in the most integrated and appropriate settings possible.
• The responsibility to provide information regarding policies and procedures to students with disabilities and assure its availability in accessible formats upon request.
• The responsibility to evaluate students on their abilities, not their disabilities.
• The responsibility to provide a student with reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids following a timely request.
• The responsibility to maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.

RIGHTS AND RESPONSIBILITIES OF STUDENTS

Rights
• The right of the student with a disability to be included on the basis of criteria that does not unfairly discriminate because of the disability.
• The right of equal access to courses, rotations, programs, services, jobs, activities and facilities available through the university.
• The right of reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
• The right of appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose their disability to except as required by law.
• The right of information reasonably available in accessible formats.

Responsibilities
• The responsibility to meet the University's qualifications and technical, academic and institutional standards as any other student.
• The responsibility to identify themselves in a timely manner as an individual with a disability when seeking an accommodation.
• The responsibility to provide documentation from an appropriate professional source that verifies the nature of the disability, functional limitations and the need for specific accommodations.
• The responsibility to follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids.
• The responsibility to advocate for their own individual needs and to seek information, counsel, and assistance as necessary, and within reason, to be effective self advocates.

RIGHTS AND RESPONSIBILITIES OF FACULTY

Rights
• The right to identify and establish the abilities, skills, and knowledge that are fundamental to academic programs/courses and to evaluate each student’s performance against these standards. Fundamental program and course standards are not subject to modifications, although a student with a disability is entitled to reasonable accommodations to assist him/her to meet the program/course standards.

Responsibilities
• The responsibility to make reasonable modifications for a student with a disability with respect to the adaptation of the manner in which specific courses are conducted.
• The responsibility to select and administer tests used to evaluate students so as to best ensure that test results accurately reflect aptitudes or competencies and do not discriminate against a student with a disability. Tests designed to measure specific skills related to fundamental standards are allowable even when those skills are impacted by the disability.
• The responsibility to evaluate students in a non-discriminatory manner.

UNIVERSITYWIDE/INSTITUTIONAL POLICIES

Student Identification
The Office of Student Affairs issues photo-identification (ID) badges to new students during orientation or the first week of class. This badge must be worn while a student is in any institutional facility or is participating in a clinical rotation at another facility. This ID badge must be displayed in such a manner that it is readily visible. Failure to wear and/or properly display the student identification badge may result in a member of the security staff requesting the student to leave the building, denying the student admission to the building or referring the student to the Dean of Students. If a student identification badge is lost or stolen the student is required to inform the Office of Student Affairs and arrange for a replacement badge. A fee of $15.00 will be charged to replace a lost or stolen ID badge.

Dress Code
Students must maintain a neat and clean appearance befitting students attending a professional school. Therefore, attire should convey a professional appearance whenever the student is on University grounds, or on a clinical rotation or program.

On campus the mode of dress is determined by each student’s professional judgment, unless a department has a dress code for particular activities. Clothing having caricatures, messages, symbols, etc., that can be construed based on societal norms to be vulgar, offensive, or contribute to creating a hostile learning environment is considered to be
unacceptable attire, and demonstrates inappropriate professional judgment that is subject to review and action by the Dean of Students.

**Permanent Address**
The Office of the Registrar maintains the official permanent address for all enrolled students of TUCA. Each student has the responsibility to provide the Office of the Registrar with a current address, e-mail address and phone number. Students also are expected to furnish the Registrar with their local address and telephone number. Any change of address, e-mail address and/or telephone number must be reported to the Registrar.

**Name Change**
The University adjusts its records appropriately if a student legally changes his/her name. A student who has a legal change of name must submit to the Registrar the legal documents (court order, marriage license, etc.) related to the change. All permanent records are changed to conform to the student’s legal name.

**Transcripts**
Unofficial copies of student transcripts are available electronically through the TUCA website. In order to request an official transcript, written authorization must be submitted to the Registrar. A form for such a request is available from the Office of the Registrar. There is a $5.00 fee for each transcript requested. The transcript is official only when it bears the signature of the Registrar and the Seal of the University. Transcripts may be withheld from students who are delinquent in their financial obligations to the University, or any of its affiliated hospitals or clinics. If the University has knowledge that a student or graduate is in default on any federal, state, outside agency institutional loan or service obligation, the University will withhold all official transcripts and letters of recommendation for post graduate study, employment, staff privileges, specialty certification and licensing.

**New Student Orientation**
Orientation programs are planned each year by the Office of Student Affairs to welcome and facilitate the integration of new students into the University. In conjunction with the orientation programs, students register, receive financial aid information and learn about services available on campus. In addition, students are provided with opportunities to interact socially with peers, meet faculty, administrative and staff members and develop a sense of belonging to the University and individual college communities. The orientation program is a two-day session consisting of introductions, outlines of the curriculum, and discussions of the various opportunities on-campus, reviews of policies and procedures, and opportunities to meet fellow classmates.

**Smoking**
Smoking is not permitted inside any campus building, in any of our health care facilities where patient care is delivered or inside University vehicles. The University recognizes the health, safety and benefits of smoke-free air and the special responsibility that it has to maintain a healthy and safe environment for its faculty, students, employees and guests. Touro University is committed to the promotion of good health, wellness and the
prevention of disease and compliance with California state law regarding smoking indoors. Violators are subject to disciplinary action. In addition, smoking materials shall not be sold or in any way distributed under the auspices of Touro University. Smokers are required to dispose of all cigarette butts in a safe manner.

**Drugs, Alcohol, Firearms, and Hazing**
Touro University does not condone any form of drug, substance or alcohol abuse by its students. No alcoholic beverages or illegal drugs may be manufactured, consumed or distributed by students in any academic facility, clinic or hospital associated with Touro University. Any violation of this policy will result in disciplinary and appropriate legal action against the offending individual(s) or organization(s). Any student who attends class or a rotation or is on the premises of a facility affiliated with Touro University while under the influence of alcohol or drugs is subject to immediate suspension and probable expulsion. Only with the prior approval of the Dean of Students, may alcoholic beverages be served at an on-campus student party (see "Student-Sponsored Events").

No firearms, ammunition, explosive devices or other weapons may be carried, (concealed or otherwise), by a student on institutional property. Violators of this policy are considered to be a threat to the academic environment of the institution and are subject to immediate suspension or dismissal from the University.

No organization or individual(s) may engage in any form of hazing of any student enrolled in Touro University. Students engaged in such activities are subject to suspension or expulsion from the University.

**Visitors**
Only registered students are permitted in TUCA buildings. Non-students are not allowed to attend any didactic or laboratory sessions without the special permission of the Dean of Students who must then inform the Program. No visitors are permitted in the anatomy lab without the permission of the Department Chair. These regulations are strictly observed.

Students wishing to bring a visitor to any campus building must arrange in advance for a special visitor's pass, which may be obtained from the Office of Student Affairs.

**Drug-Free Workplace & Substance Abuse Policy and Procedures**
A Drug-Free Workplace and Substance Abuse Policy and Procedure has been established for Touro University in order to appropriately serve the needs of faculty, staff and students. This policy has been established to implement a drug free workplace and academic environment consistent with federal and state law, including the terms and conditions whereby employees, students, volunteers, faculty, physicians, physician assistants, and other professionals may be disciplined for violation of these policies and tested for suspected use of an illegal drug or alcohol.

These policies and procedures apply to all students of TUCAat all facilities operated by the affiliated entities and any student enrolled at another academic institution rotating in a clinical service on the premises of a facility operated by Touro University. The University reserves the right to have any student evaluated by the Student Health Service if he/she
appears to be under the influence of illegal drugs/substances and/or alcohol which result in a diminished or impaired ability to perform usual tasks. Any student who attends a class or a clinical rotation under the influence of alcohol or illegal drugs/substances is subject to either immediate suspension or probable expulsion in accordance with this policy.

All students of TUCAn must review the Drug Free Workplace and Substance Abuse Policy and Procedure, a copy of which has been provided at orientation and/or obtained at the office of the Dean of Students. TU-California maintains a drug free environment consistent with the principles of the “Federal Drug Free Schools and Communities Act” and the “Drug Free Workplace Act.”

**Sexual Harassment**

Sexual harassment is a form of unlawful discrimination under state and federal law. It may consist of: actual or threatened sexual contact which is not mutually agreeable to both parties, continued or repeated verbal abuse of a sexual nature, and/or a threat or insinuation that a lack of sexual submissiveness will adversely affect the victim’s employment, academic standing or other vital circumstances.

Examples of sexual harassment include but are not limited to: pressure (subtle or overt) for sexual favors accompanied by implied or overt threats concerning one’s job, grades or letters of recommendation; inappropriate display of sexually suggestive objects or pictures; unnecessary touching, pinching, patting or the constant brushing against another’s body and/or use of sexually abusive language (including remarks about a person’s clothing, body or bodily movement or sexual activities).

Any member of the University community must report such harassment to the appropriate program director, Associate Dean or other member of the TU-California administration.

**Impairment of Life Safety Devices**

Destruction of or tampering with campus life safety systems or devices are prohibited. Any student found responsible for such acts is subject to disciplinary action, fines and/or costs to repair damaged systems or devices.

**Eating and Drinking in Labs and Classrooms**

To ensure a safe, clean and healthy environment for all students on campus, no eating or drinking will be permitted in any laboratory. Eating in the classroom is allowed at the discretion of the course coordinator.

**Parking**

Parking on campus is free. Students, faculty and staff are required to obtain a parking decal from the Office of Student Affairs to park on campus.

**Vehicle Towing**

Vehicles parked illegally are subject to towing. The cost of towing and retrieval of the vehicle is the responsibility of the owner. TUCA assumes neither liability nor responsibility for operational or structural damage incurred as a result of towing or storage of a vehicle in such instances.
**Lockers**
Upon matriculation, students may be issued lockers for personal use while enrolled at the University. No fee is charged for use of the lockers. Students must provide their own locks. Contact the Office Student Affairs for locker assignment.

**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**
SECTION II – JOINT MSPAS/MPH PROGRAM GENERAL POLICIES & PROCEDURES

INTRODUCTION

Accreditation

Touro University California (TUCA) 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 California College of Education and Health Sciences Joint MSPAS/MPH Program is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The accreditation visit from the ARC-PA occurred in June 2011 and Program will be notified of continued accreditation status in September 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.

Joint 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
Joint 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.

MSPAS OBJECTIVE, GOALS AND COMPETENCIES
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 affect 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.

**MPH VISION, MISSION, GOALS AND COMPETENCIES**

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

**MPH 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.
**MPH 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.

**MPH 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.
B. Explain how the findings of a program evaluation can be used.
C. Describe logic models in program development implementation and evaluation.
D. Differentiate among goals, measurable objectives, related activities and expected outcomes for a public health program.
E. Differentiate the purposes of formative, process and outcome evaluation.
F. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths limitations and appropriate uses and emphases on reliability and validity.
G. In collaboration with others prioritize individual, organizational, and community concerns and resources for public health programs.
H. 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.

6. **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.
7. 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 TUCA 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 MSPAS/MPH Program Educational Curriculum

## Semester I: August 22, 2011 – December 23, 2011 (18 wks)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PA 600B</td>
<td>Principles of Basic Sciences</td>
<td>45</td>
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<tr>
<td>PA 609A</td>
<td>Anatomy w/Lab</td>
<td>75</td>
<td>3.5</td>
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<td>PA 613A</td>
<td>Ethics for Health Professionals</td>
<td>45</td>
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<tr>
<td>PA 655</td>
<td>Principles of Pharmacology</td>
<td>30</td>
<td>2.0</td>
</tr>
<tr>
<td>PH 620</td>
<td>Health Disparities &amp; Community Organizing</td>
<td>45</td>
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</tr>
<tr>
<td>PH 607/1A</td>
<td>Biostatistics</td>
<td>45</td>
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</tr>
<tr>
<td>PH 608</td>
<td>Behavioral and Social Aspects of Public Health</td>
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**Final Exams: December 12-16, 2011**

**Retest Exams: December 19-23, 2011**

**Totals: 330 20.5**

## Semester II: January 3, 2012 – April 27, 2012 (17 wks)

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<th>Course Code</th>
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<tr>
<td>PA 630</td>
<td>Clinical Medicine I</td>
<td>90</td>
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<td>PA 604A</td>
<td>Clinical Applications I w/Lab</td>
<td>90</td>
<td>5.0</td>
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<tr>
<td>PA 608A</td>
<td>Pharmacology I</td>
<td>45</td>
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<tr>
<td>PA 606</td>
<td>Laboratory Medicine</td>
<td>15</td>
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<tr>
<td>PH 606</td>
<td>Health Education and Promotion</td>
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<td>PH 618</td>
<td>Epidemiology</td>
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**Final Exams: April 16-20, 2012**

**Retest Exams: April 23-27, 2012**

**Totals: 330 21.0**

## Semester III: May 1, 2012 – August 10, 2012 (15 wks)

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<td>Clinical Applications II</td>
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<td>PA 618A</td>
<td>Pharmacology II</td>
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<td>PA 620B</td>
<td>Clinical Medicine II</td>
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<td>PA 624A</td>
<td>Behavioral Medicine</td>
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<td>PH 647</td>
<td>Program Evaluation &amp; Needs Assessment</td>
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<td>PH 604</td>
<td>Health Services Administration</td>
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**Final Exams: July 30-August 3, 2012**

**Retest Exams: August 6-10, 2012**

**Totals: 315 20.0**

## Semester IV: August 20, 2012 – December 21, 2012 (18 wks)

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<th>Course Code</th>
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<td>PA 663A</td>
<td>Emergency Medicine</td>
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<td>PA 660A</td>
<td>Pharmacology III</td>
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<td>PA 630A</td>
<td>Clinical Medicine III</td>
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<td>PA 604C</td>
<td>Clinical Applications III</td>
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<tr>
<td>PH 619</td>
<td>Research Methods</td>
<td>15</td>
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<td>PH 648</td>
<td>Environmental Health</td>
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**Final Exams: December 10-14, 2012**

**Retest Exams: December 17-21, 2012**

**Totals: 270 17.0**
### Semester V
#### January 2, 2013 – May 3, 2013 (19 weeks)

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<td>PA 623</td>
<td>Geriatrics</td>
<td>15</td>
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<tr>
<td>PA 623A</td>
<td>Pediatrics</td>
<td>30</td>
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<td>PA 625</td>
<td>Surgical &amp; Clinical Skills w/Lab</td>
<td>45</td>
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<td>PA 604D</td>
<td>Clin Apps IV</td>
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- **Final Exams February 4-5, 2013**
- **Retest Exams February 7-8, 2013**

#### Clinical Rotations (February 11 – May 3, 2013)

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<tr>
<td>PA 636A</td>
<td>Primary Care 1 (February 11 – March 22, 2013)</td>
<td>240</td>
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<tr>
<td>PA 637B</td>
<td>Primary Care 2 (March 25 – May 3, 2013)</td>
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**Totals**

### Semester VI
#### May 6, 2013 – August 2, 2013 (13 weeks)

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<tr>
<td>PA 631A</td>
<td>Primary Care 3 (May 6 – June 14, 2013)</td>
<td>240</td>
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<td>PA 633A</td>
<td>Primary Care 4 (June 17 – July 26, 2013)</td>
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- **Callbacks July 29 - August 2, 2013**

**Totals**

### Semester VII
#### August 5, 2013 – December 13, 2013 (19 weeks)

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<th>Course Code</th>
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<tr>
<td>PA 634</td>
<td>ER (August 5 – September 13, 2013)</td>
<td>240</td>
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<tr>
<td>PA 632</td>
<td>Surgery (September 16 – October 25, 2013)</td>
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- **Callbacks October 28-November 1, 2013**

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<td>PA 638</td>
<td>Elective 1 (November 4 – December 13, 2013)</td>
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**Totals**

### Semester VIII
#### December 16, 2013 - May 9, 2014 (21 wks)

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<th>Course Code</th>
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<tr>
<td>PA 639A</td>
<td>Elective 2 (December 16 - January 24, 2014)</td>
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- **Callbacks January 27-January 31, 2014**

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<tr>
<td>PH 623</td>
<td>Public Health Field Experience (February 3-March 14, 2014)</td>
<td>200</td>
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<tr>
<td>PA 668</td>
<td>MSPAS Summative Course (March 17 - May 9, 2014)</td>
<td>45</td>
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<tr>
<td>PH 645</td>
<td>MPH Capstone (March 17 - May 9, 2014)</td>
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</table>

**Totals**

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*Joint MSPAS/MPH Program*

*Class 2014 Student Handbook*
REQUIRED SUPPLIES & MEDICAL EQUIPMENT

Required Supplies
- One pair of surgical scrubs for anatomy lab
- Wrist watch with second hand

Laptop/Mobile Device Requirements:
Students are required to have a laptop computer with internet access (preferably a DSL line for faster connectivity) and a mobile device. By making these a program requirement, the cost is included in calculating financial aid. Students may choose to purchase a laptop, or use their existing laptops providing they meet the minimum requirements. Minimum requirements were included in the mailed Orientation mailings.

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.

A mobile device capable of running Epocrates Essentials is required. Minimum requirements were included in the Orientation materials.

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 online textbooks, some of which are required texts for courses. If a required text is available online, purchase of a hard copy text is optional. Students are expected to have purchased required texts that are not available online by the beginning of class for each semester.
## JOINT MSPAS/MPH PROGRAM FACULTY/STAFF DIRECTORY

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint MSPAS/MPH Program Director</td>
<td>Grace P. Landel, MEd, PA-C</td>
<td><a href="mailto:grace.landel@tu.edu">grace.landel@tu.edu</a></td>
<td>(707) 638-5878</td>
<td>WH 401</td>
</tr>
<tr>
<td>Medical Director</td>
<td>Michelle Wolfe, MD</td>
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</tr>
<tr>
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<td>Tracey DelNero, PA-C</td>
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<td>(707) 638-5856</td>
<td>WH 301</td>
</tr>
<tr>
<td>PA Faculty</td>
<td>Ana Maldonado, MPH, PA-C</td>
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</tr>
<tr>
<td>PA Faculty</td>
<td>Alana Rushton, MS, PA-C</td>
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<td>(707) 638-5844</td>
<td>WH 300</td>
</tr>
<tr>
<td>PA Faculty; Assistant Clinical Coordinator</td>
<td>Julia Spurlock, MSPAS, PA-C</td>
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<td>WH 301</td>
</tr>
<tr>
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<td>Le’Anna St. John, MPAS, PA-C</td>
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<td>(707) 638-5808</td>
<td>WH 306</td>
</tr>
<tr>
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<td>Robin Wempe, PA-C</td>
<td><a href="mailto:robin.wempe@tu.edu">robin.wempe@tu.edu</a></td>
<td>(707) 638-5985</td>
<td>WH 303</td>
</tr>
<tr>
<td>PA Faculty</td>
<td>Colleen Wight, MA, PA-C</td>
<td><a href="mailto:colleen.wight@tu.edu">colleen.wight@tu.edu</a></td>
<td>(707) 638-5876</td>
<td>WH 305</td>
</tr>
<tr>
<td>Adjunct PA Faculty</td>
<td>Maude Anderson, PA-C</td>
<td><a href="mailto:maude.anderson@tu.edu">maude.anderson@tu.edu</a></td>
<td>(707) 638-5809</td>
<td>WH 306</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>Anthony Trevor, Ph.D.</td>
<td><a href="mailto:anthony.trevor@tu.edu">anthony.trevor@tu.edu</a></td>
<td>(707) 638-5809</td>
<td>WH 305</td>
</tr>
<tr>
<td>PA Administrative Assistant</td>
<td>Erendira Romero</td>
<td><a href="mailto:erendira.romero@tu.edu">erendira.romero@tu.edu</a></td>
<td>(707) 638-5809</td>
<td>WH 400</td>
</tr>
<tr>
<td>PA Administrative Coordinator</td>
<td>Pamela Bowler, MSc</td>
<td><a href="mailto:pamela.bowler@tu.edu">pamela.bowler@tu.edu</a></td>
<td>(707) 638-5854</td>
<td>WH 304</td>
</tr>
<tr>
<td>PA Program Analyst</td>
<td>Julie Charles, MBA</td>
<td><a href="mailto:julie.charles@tu.edu">julie.charles@tu.edu</a></td>
<td>(707) 638-5875</td>
<td>WH 308</td>
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</table>

### MPH PROGRAM FACULTY AND STAFF

See MPH Student Handbook

END OF SECTION II
This page is intentionally left blank.
SECTION III - SPECIFIC JOINT MSPAS/MPH ACADEMIC PROGRAM POLICIES & 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, like all PA programs, is fast-paced and builds upon previous instruction. Because important information is presented only once, the Program expects students to attend all lectures, laboratory activities, clinics and other scheduled functions. This includes arriving on time and remaining until the class, clinic or other function has ended. 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. In addition, class discussions and other interactions aid in the development of the PA role.

Since attendance is required of all students, formal attendance will be taken in all PA courses. Illness and family emergencies (i.e., not those usual, routine activities that can be rescheduled to accommodate a PA student’s education and career) are generally the only acceptable reasons for an absence. Students are required to notify the Program of any absence and the reasons for the absence. Students will be granted one unexcused absence in a didactic course each term without penalty. Students are required to notify the course coordinator of any absence and the reasons for the absence via email if the absence is anticipated 24 hours in advance. If more than 24 hours is not feasible (e.g. the student got sick during the night), notification by phone with email follow-up as soon as possible is acceptable. Sending messages through classmates is not an acceptable form of notification. The course coordinator will determine if the student is granted an excused absence. Failure to properly notify the course coordinator will result in an unexcused absence. Chronic tardiness, early departures or absences will result in intervention by the faculty advisor and may have consequences for a student’s continuation in the Program.

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 on time prepared for class (with coat and gear stowed) and to remain for the entire class period. Tardiness in the didactic phase of training has been shown to reflect behaviors in the clinical phase of training and subsequent clinical behavior as graduates. It is therefore considered a professionalism issue and demonstrates respect for instructors and peers. Tardiness will be addressed individually by the course coordinator. The first incident will result in a verbal warning. The second will be followed up with a written warning and documented in the student’s academic file as an incident of unprofessional behavior. A third occurrence of tardiness in the same class may result in 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.
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 Academic Year 2011-2012) 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.

Time away from class for professional conferences must be approved in advance through the same mechanism (see Student Activities Related to Professional Activities).

Students are responsible for all material missed during their time away. Assignments that are due during an approved absence must be submitted before departure unless other arrangements have been agreed upon with the course coordinator. If a student will miss an examination, they will take that exam immediately upon return to campus. The 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.

USE OF WIRELESS DEVICES IN THE CLASSROOM POLICY
PDAs, cell phones, and other electronic equipment, while valuable educational tools, often create unacceptable disruptions when used during class. Instructors will notify students if electronic equipment will be required for an in-class activity. Distractions in class are considered a professionalism issue and will be addressed individually by the course coordinator. The first incident will result in a verbal warning. The second will be followed up with a written warning and documented in the student’s academic file as an incident of unprofessional behavior. A third occurrence in the same class may result in 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.

The following are included:
- Texting
- Cell phone ringing
- Web surfing

Laptops may be used in the classroom at the discretion of the course coordinator. For the classes where they are allowed, if they are found to be used in a manner not consistent with classroom topics, e.g. surfing the web, they will be banned for the whole class for the rest of the year.

Students may use laptops during class breaks, between classes and/or during any other non-instructional time.
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 TUCA personnel. Forwarding your TUCA 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 record lectures is solely at the discretion of the instructor and lecturer unless a University approved accommodation. Otherwise, prior approval must be obtained. The instructor's approval is on a voluntary basis and as such a privilege which 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 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 phase must be replaced before the student enters the clinical phase. Replacement of an incomplete is under the direction of the course coordinator. 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 TUCA. 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, phones, 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 PH Program. 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, phones, coats and personal possessions at a site away from the seats. Students must sit several seats apart within a row and with have at least one empty row between rows of seated students. The Program reserves the right to assign seating. No talking is allowed once an examination starts. Students are expected to uphold to the Code of Responsibility of Students of TUCA (Appendix C). 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 graded exams during designated exam review blocks after exams have been completed, as delineated in the procedure set forth in Appendix B.

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, professionalism 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 student leaders are encouraged to meet with the Program Director 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. 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 at a time. 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 unless prior Program approval has been granted.

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.

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. Please also see Student Time Away Requests

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/COORDINATOR or rotation director of the course(s) they will miss, at least two weeks prior to the event. Forms are available in the office of the administrative assistant.
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.

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 PROGRAM 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.

**Professional Code of Conduct**

Success in the physician assistant profession requires certain professional behavioral attributes in addition to content knowledge. Therefore, these professional behavioral attributes, to include empathy, respect, discipline, honesty, integrity, the ability to work effectively with others in a team environment, the ability to take and give constructive feedback, the ability to follow directions, and the ability to address a crisis or emergency situation in a composed manner, are considered to be a part of academic performance. The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) *Accreditation Standards for Physician Assistant Education 4th edition* 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 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., etc.) for identification purposes.

5. **Confidentiality:** In accordance with the Guidelines for Ethical Conduct for 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 evaluate or treat 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. Fragrances (perfume and
aftershave) should not be worn. Nails should be short, clean and without nail polish. 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 on campus or to clinical sites.

12. 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 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.
   - 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 Professional Code of Conduct. Failure to do so will result in the following:

I. First incident of unprofessional behavior
   a. The Program will provide the student with a verbal warning to change the behavior depending on the severity of the offense. The appropriate faculty member (e.g. advisor or clinical coordinator) will document the incident in the student file.

II. Second incident of unprofessional behavior
   a. The Program will document the incident in writing and the student will meet with the faculty. This documentation will go on the student’s permanent record.

III. Third incident of unprofessional behavior or egregious 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 or dismissal.

Additional Guidelines for conduct specific to the clinical training experiences are outlined in the Clinical Rotation Handbook to be distributed to students in Semester IV.
Joint MSPAS/MPH Program Warning: Academic/Professional Probation

Program Warning 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. A student must successfully pass a retest on the failed 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 profession
- Failure to abide by Program policies and any of the Professional 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.

- Failure to follow and/or comply with requirements set forth by the MSPAS SPC and Program Director

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 achieve minimum competency in coursework, including clinical assignments and satisfactory progress in professional development, behaviors and attitudes may result in Program probation or dismissal. A pattern of documented evaluator concerns about performance may indicate unsatisfactory progress when the record is viewed as a whole, even though passing grades have been assigned. In such instances, successful completion of a remediation plan is required to continue in the Program.

**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 an acceptable level of 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. The primary responsibility of a TUCA Joint MSPAS/MPH student is to gain the knowledge, skills and attitudes to become a PA. Therefore a student on Academic Probation may not serve as an officer of any official TUCA club or organization, or as a representative of the College as it may detract from time needed to be academically successful. 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 retest of failed subject material as constructed by the course coordinator.
   a. The student must score at least a 75% or greater in Semester II-IV, XIII and 80% in the clinical year to successfully pass the retest. The maximum score recorded is 70% since this is a second chance to demonstrate mastery of the material. 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 to meet the requirements of a remediation contract or competency exam results in:

- failure of the course
- placement on Academic Probation
- referral to the MSPAS SPC committee, and/or
- consideration for placement 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 by a student on probation to comply with or complete a remediation program within the defined time frame
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 take a leave of absence from the Program until those courses are 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 SPC 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.
TUCA Suspension
During this period of temporary loss of student status, the student is separated from TUCA premises and all TUCA-sponsored/affiliated events and activities for a designated period of time. The duration of the suspension is under the purview of the Dean of Students and/or hearing committee as defined in the Formal Resolution Process. Upon termination of the suspension period, the student is eligible to petition to resume with his/her course of study.

TUCA Expulsion:
This sanction represents the most severe response by the University to violations of the student code of responsibilities and rights and permanently separates the student from TUCA prior to receipt of his/her College diploma. A student who is expelled will not be eligible to receive an academic degree from Touro University at any time. The University may withhold the awarding of a degree pending the outcome of the student discipline process for a violation of the Student Code of Responsibilities & Rights that does, or would have the potential to, result in the sanction of Expulsion.

A student who is expelled is prohibited from the TUCA premises, and from attending TUCA-sponsored/affiliated events and activities. The sanction of Expulsion is noted on the student’s academic transcript. Expulsion is a determination by Touro University that the student has demonstrated by his/her conduct that he/she is unqualified to continue as a member of the University community.

APPEAL PROCESS & PROCEDURE FOR PROGRAM DISMISSAL
Following notification (hand or traceable delivery) of a decision for dismissal, a student may wish to appeal the decision to the Dean of the College of Education and 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 Education and 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.
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 SPC 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
APPENDICES
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APPENDIX A:
GUIDELINES FOR ETHICAL CONDUCT FOR THE PA PROFESSION

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
APPENDIX B: EXAM REVIEW AND PROCEDURE

Exam review blocks will be scheduled to provide a minimum of three opportunities for students to review graded exams. These will be scheduled based on the current exam schedule however exams 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 next to Endy’s office. Students will be responsible to sign up and indicate which exam they would like to review. There are ten available spots for each exam review time block. An email will be sent out through the listservs indicating when the signup sheets have been posted. The dates, time and location of the exam reviews will also be posted to the web schedule. 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 the review session for which you signed up, you must come in person and remove your name so staff knows you will not be attending and it, opening a slot for another student. Please do not call or e-mail staff to do this for you. There will be no walk-ins to the exam review blocks.

Reminder: Scantrons are not reviewed during exam reviews.

Exam review is an individual activity with 2 purposes: 1) It allows a student to review where they might have had misunderstanding of the material and 2) It allows for analysis of strengths and weaknesses as a test-taker through completion of the Test Performance Analysis Form. The maximum amount of time for review of an 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, if 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. When that is completed, it will be handed back to the staff proctoring the review. They will then give the student the second exam to review. At the end of the 30 minutes, all students will be asked to return all materials and leave the room to allow the next group to enter. Students may sign up for 2 consecutive blocks; however they 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 (unless filling out a question challenge form). 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.
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APPENDIX C: GUIDELINES FOR ACCESS TO AND DISCLOSURE OF EDUCATIONAL RECORDS MAINTAINED BY TOURO UNIVERSITY

In accordance with the Family Education Rights and Privacy Act of 1974, the following represent guidelines for access to and disclosure of educational records maintained for students who are or have been in attendance at Touro University.

I. Definitions

As used herein:

1. "University" means Touro University

2. "Directory information" includes the following information relating to a student:
The student’s name, address (permanent and present), telephone number, date and place of birth, undergraduate institution attended and degree, registration number, class level, marital status, home state, dates of attendance, degrees and awards received, the most recent previous educational institution attended and other similar information.

3. "Disclosure" means permitting access to or the release, transfer or other communication of education records of the student or the personally identifiable information contained therein, orally or in writing or by electronic means, or by any other means to any party.

4. "Education records" means those records which are directly related to a student and are maintained by the university, or by a party acting for the university, as a part of its official records of a student’s university work. The term does not include:

   a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary thereto, which are in the sole possession of the maker thereof and are not accessible or revealed to any other individual except a substitute (for the purpose of this definition, a "substitute" means an individual who performs on a temporary basis the duties of the individual who makes the record, and does not refer to an individual who permanently succeeds the maker of the record in his or her position);

   b. Records of a law enforcement unit of the university which are maintained apart from educational records solely for law enforcement purposes and are not disclosed to individuals other than law enforcement officials of the same jurisdiction;

   c. Records relating to an individual who is employed by the university which are made and maintained in the normal course of business, relate exclusively to the individual in that individual’s capacity as an employee, and are not for use for any purpose (this sub-paragraph does not apply to records relating to any individual in attendance at the university who is employed as a result of his or her status as a student);

   d. Personal health records of a student, which are created or maintained by a professional acting in his or her professional capacity, used only in connection with the provision of treatment to a student, and not disclosed...
to anyone other than individuals providing the treatment (provided that the records can be personally reviewed by a physician or other appropriate professional of the student’s choice); and

e. Alumni records compiled after graduation.

5. "Personally identifiable" means that the data or information includes:
   a. The name of a student, the student’s parent or other family member;
   b. The address of the student
   c. A personal identifier, such as the student’s social security number or student number;
   d. A list of personal characteristics which would make the student’s identity easily traceable; or
   e. Other information which would make the student’s identity easily traceable.

6. "Record" means any information or data recorded in any medium, including, but not limited to: handwriting, print, tapes, film, microfilm and microfiche.

7. "Student" means any person who has matriculated at the university and commenced classes, for whom the university maintains education records. The term does not include an individual who has applied for admission to but had not been in attendance at the university, nor does it include alumni status. "Student" status terminates at the time a student ceases to attend classes and leaves the institution.

II. Inspection and Review of Education Records

1. Education records maintained: The University shall maintain the following types of education records:
   a. Personal data which identifies each student enrolled in the university, including full legal name, address, race, sex, date and place of birth, marriage status, names of spouse, name of parent or guardian.
   b. Description of student academic status including grade level completed, grades, standardized test scores and clinical evaluations of work competency and achievement.
   c. Scores on standardized intelligence and aptitude tests.
   d. Scores on standardized professional examination boards.
   e. Records of extracurricular activities.
   f. Health data relevant to educational assignments.
   g. Systematically gathered academic and clinical evaluations.
   h. Reports of disciplinary and criminal proceedings provided the reports contain only factual information and not subjective information.

2. Retention and security of records
   a. The university Registrar shall maintain all education records as well as any and all records maintained by the central university administration, with the exception of the disciplinary and criminal records which shall be kept separately by the Dean of Students.
b. Security of all records shall be the responsibility of the Registrar, excepting those above-mentioned files which are the responsibility of the Dean of Students.

c. With the exception of records of disciplinary and criminal proceedings, the above-enumerated records of subsection 2.a. shall be kept for at least 6 years after the student leaves the school. Records of disciplinary and criminal proceedings shall be reviewed upon graduation to determine whether the record shall be maintained for professional certification or legally related reasons. If there is not sound legal or professional reason for such maintenance, the records shall be destroyed upon order of the Dean of Students.

d. The Registrar shall at any time deemed appropriate, review any and all records for which he/she shall have responsibility. Such review shall be done to eliminate those records which no longer have meaning in determining the educational accomplishments of the student or which are inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.

3. Right to inspect and review education records

a. The university shall permit a student who is or has been in attendance at the institution to inspect and review the education records of that student. This right to inspect and review includes the right to a response from the university to reasonable requests for explanations and interpretations of the records, and the right to obtain copies would effectively prevent a student from exercising the right to inspect and review.

b. Students shall not be permitted to inspect and review the following records:

   i. Financial records and statements of their parents or any information contained therein.

   ii. Confidential letters and confidential statements of recommendation which were placed in the education records of a student prior to January 1, 1975, provided that: (1) the letters and statements were solicited with a written assurance of confidentiality or sent and retained with a documented understanding of confidentiality, and (2) the letters and statements are used only for the purposes for which they were specifically intended.

   iii. Confidential letters and confidential statements of recommendation placed in the education records of a student after January 1, 1975, with respect to university admission, an application for employment, or the receipt of an honor or honorary recognition, provided that the student has waived in writing his or her right to inspect and review those letters and statements of recommendation. In the event of such a waiver: (1) the applicant or student shall be, upon request, notified of the names of all individuals providing the letters or statements; (2) the letter or statements shall be used only for the purpose for which they are originally intended; and (3) such waiver shall not be required by the university as a condition of
admission to or receipt of any other service or benefit. Such a waiver may be revoked at any time with respect to any actions occurring after the revocation.

c. The procedure for inspection and review of records shall be as follows:
   i. A student desiring to inspect and review his/her records shall submit a written request directly to the person in charge of the desired records.
   ii. Such request must specify the records requested.
   iii. A request to inspect the desired records will be granted within a reasonable period of time, not exceeding 45 days after the request has been made.
   iv. The student will be notified by mail as to when and where he/she may inspect the requested records.
   v. Inspection of records will be made in front of the responsible administrator or designee.
   vi. A notation will be placed in the file each time it is inspected, stating the date of inspection, person inspecting, and reason for the inspection. In the case of transcript transmittal, a student must submit such request in writing and a notation shall be made on the file as to date and place sent.

d. A student may request copies of his/her education records from the official in charge of keeping those records in accordance with the following:
   i. A transcript of the student’s academic record will be made at a charge of $5.00 per copy to students. $10.00 per copy to alumni. All other records shall be reproduced at a charge of 50 cents per page.
   ii. Requests for reproduction of a transcript must be made in writing to the University Registrar on the appropriate form to be obtained from the Office of the Registrar.
   iii. Requests for reproduction of other records must be made in writing to the appropriate official holding the desired records.
   iv. All reproduction requests must be accompanied by the payment of reproduction charges.
   v. Reproduction shall be done as soon as feasible, but not to exceed 45 days after receipt of the request.

III. Amendment of Education Records

1. Request of education records
   a. A student who believes that information contained in his/her education records is inaccurate or misleading, or violates privacy or other rights, may request that the records be amended.
   b. Such a request shall be made in writing and submitted to the custodian of the disputed record, who shall decide whether to amend the record in accordance with the request within a reasonable period of time (not exceeding 45 days) of receipt of the request.
c. If the custodian of the disputed record, after consultation with the Dean of the individual college, refuses to amend the record in accordance with the student’s request, he/she shall immediately notify the student in writing of such refusal and advise the student of the right to a hearing under subsection III.2 below.

2. Right to and conduct of hearing
   a. If the request by a student to amend education records is denied, he/she may, in writing submitted to the custodian of the record within 45 days after the denial, request a hearing in order to challenge the content of the records to insure that information therein is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student.
   b. The hearing shall be conducted before a review board composed of one member of the faculty who has no direct interest in the outcome of the hearing, one administrator of the university (appointed by the CEO of the University) who has no direct interest in the outcome of the hearing and, at the option of the student requesting the hearing, one student representative of the SGA.
   c. The hearing shall be held within a reasonable period of time (not exceeding 45 days) after receipt of the request by the custodian of the record. The student shall be given notice of the date, place and time of the hearing at least 21 days prior thereto.
   d. The student shall have a full and fair opportunity to present all evidence relevant to the issues, and may be assisted or represented at the hearing by an individual of his/her choice at his/her own expense, including an attorney.
   e. The decision of the review board shall be based solely upon evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. The review board shall render its decision in writing within a reasonable period of time (not exceeding 60 days) after the conclusion of the hearing.

3. Results of hearing. If, as a result of the hearing, the university decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the student of the right to place in his/her education records a statement commenting upon the information in the education records and/or setting forth any reasons for disagreeing with the decision of the university. Any explanation placed in the education records of the student hereunder shall be maintained by the university as part of the education records of the student so long as the record or contested portion thereof is maintained, and shall be disclosed to any party subsequently receiving the education records of the student or contested portion thereof.

IV. Disclosure of Personally Identifiable Information from Education Records

1. Prior consent for disclosure required
   a. Except as provided in subsection IV.2 below and except with respect to directory information, the university shall obtain the written consent of a
student before disclosing personally identifiable information from the education records of the student.

b. The written consent thus required shall be signed and dated by the student and shall include: a specification of the records to be disclosed; the purpose(s) of the disclosure; and the party or class of parties to whom the disclosure may be made.

c. Whenever a disclosure is made pursuant to the written request of a student, the university shall, upon request, provide a copy of the disclosed record.

2. Prior consent for disclosure not required. The university may, but need not, disclose personally identifiable information without the written consent of a student if the disclosure is:

a. To the student himself/herself, or to anyone who has the written permission of the student.

b. To university officials, including the heads of administrative departments as well as faculty members having classroom or advisory responsibility to the student, provided that such officials have legitimate educational interests in the information. For purposes hereof, "legitimate educational interest" shall mean any interest of those officials directly related to the performance of their duties, but shall not include any interest having as its principal source the personal prejudice of any such official.

c. To authorized representatives of: The Comptroller General of the United States; the Secretary of Health, Education and Welfare; the U.S. Commissioner of Education; the Director of the National Institute of Education, or the Assistant Secretary for Education; State educational authorities. It is provided that any such disclosures shall be only for use in connection with the audit and evaluation of federally supported education programs, or in legal requirements relating to such programs. When the collection of personally identifiable information is specifically authorized by federal law, any data collected by officials hereunder shall be protected in a manner which will not permit the personal identification of the student by other than those officials, and the personally identifiable data shall be destroyed when no longer need for such audit, evaluation or enforcement of or compliance with federal legal requirements.

d. In connection with financial aid for which a student has applied or which student has received, provided that personally identifiable information from the education records of a student will be disclosed only as may be necessary to: determine eligibility for financial aid; determine the amount of financial aid; determine the conditions which will be imposed regarding the financial aid; or to enforce the terms or conditions of the financial aid.

e. To state and local officials or authorities to whom information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974.
f. To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs and improving instruction. It is provided that the studies are conducted in a manner which will not permit the personal identification of students by individuals other than representatives of the organization and the information will be destroyed when no longer need for the purposes for which the study was conducted.

g. To accrediting organizations in order to carry out their accrediting functions.

h. To parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954.

i. To comply with a judicial order or a lawfully issued subpoena, in which event the student will be notified in advance of compliance, if feasible, of the order or subpoena, the compliance date and of the university’s intention to comply.

j. To appropriate parties in a health or safety emergency, when the information is necessary to protect the health or safety of the student or other individuals, based upon the following factors: the seriousness of the threat to the health or safety of the student or other individuals; the need for the information to meet the emergency; whether the parties to whom the information is disclosed are in a position to deal with the emergency; and the extent to which time is of the essence in dealing with the emergency.

3. Record of disclosures

   a. The university shall maintain a record, kept with the education records of its students, of each request for and disclosure of personally identifiable information from the education records of its students. Such record shall indicate the parties who have requested or obtained personally identifiable information, and the legitimate interests these parties had in requesting or obtaining the information.

   b. Subparagraph IV.3.a above shall not apply to: disclosures to a student; disclosures pursuant to a written consent of a student when the consent is specific with respect to the party or parties to whom the disclosure is to be made; disclosures to university officials under subsection IV.2.b above; or disclosures of directory information under subsection IV.5 below.

   c. The record of disclosures may be inspected by: the student; the university official responsible for custody of the records; and the parties authorized in, and under conditions set forth in subsection IV.2 above, for the purpose of auditing the record-keeping procedures of the university.

4. Limitation on re-disclosure

   a. The university will disclose personally identifiable information from the education records of a student only on condition that the party to whom the information is disclosed will not disclose the information to any party without the prior written consent of the student, except that such
information disclosed to an institution, agency or organization may be used by its officers, employees and agents for the purposes of which the disclosure was made.

b. Notwithstanding subparagraph IV.4.a above, the university may disclose personally identifiable information under subsection IV.2 above with the understanding that the information will or may be re-disclosed to other parties under that section, provided that the record keeping requirements of subsection IV.3 above are met with respect to each of those parties.

c. Except for the disclosure of directory information under subsection IV.5 below, the university will inform the party to whom a disclosure is made of the requirement of subparagraph IV.4.a above.

5. Disclosure of directory information
   a. The university may disclose personally identifiable information from the education records of a student who is in attendance at the institution if that information consists of "Directory information" as defined in subsection I.2 above. It is provided, however, that any student may refuse to permit the designation of any such information with respect to him/her as directory information by serving written notice to that effect on the university’s Registrar within 30 days after the commencement of any academic year.
   b. The university may disclose directory information from the education records of an individual who is no longer in attendance at the university without following any procedures under subparagraph IV.5.a above.

V. Annual Notification of Rights

1. Notice requirement. The university shall give students in attendance at the institution annual notice of the following:
   a. Their rights under the Federal Education Rights and Privacy Act of 1974 (FERPA), regulations promulgated there under, and the policies of the university adopted herein;
   b. The location where copies of these Guidelines may be obtained; and
   c. The right to file complaints concerning alleged failures by the university to comply with the requirements of FERPA and regulations promulgated there under, with The Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education and Welfare, 330 Independence Avenue SW, Washington, DC 20201.

2. Form of notice. The notice required under subparagraph V.1 above shall be given annually and shall be published in the student handbook or school catalog, or posted on bulletin boards at the university, or any other means reasonably likely to inform students of the aforesaid rights.
APPENDIX D:
POLICY AND PROCEDURE FOR ACCOMMODATING
STUDENTS WITH DISABILITIES

Preamble

Touro University California is committed to granting reasonable accommodations to students with known disabilities in accordance with applicable laws. This policy and procedure are intended to ensure that disabled students receive full and equal access to the University’s academic and co-curricular programs and activities, and are not subjected to discrimination on the basis of any disability.

Rights and Responsibilities

In the implementation of this policy and procedure, the respective rights and responsibilities of the University, its students, and faculty must be carefully considered and applied based on the individual circumstances presented. These rights and responsibilities are summarized below.

A. Rights and Responsibilities of the University

University Rights

- To set and maintain standards for admitting and evaluating the progress of students.
- To establish, maintain, and monitor standards of academic performance and to develop and assess content domains.
- To establish technical standards for admission of students into University programs.
- To require verification of the need for reasonable accommodations based upon supporting documentation from professionals with appropriate credentials.
- To consult with the student and discuss his/her need for reasonable accommodations.
- To deny a request for accommodation under any of the following conditions:
  - The student fails to submit documentation which supports a need for the requested accommodation(s)
  - The requested accommodation is inappropriate or unreasonable if, for example, it:
    - poses a direct threat to the health and safety of others;
    - constitutes a substantial change or alteration to an essential element of a course or program; or,
    - poses an undue burden on the University.

University Responsibilities

- To ensure that the University offers courses, programs, services, jobs, activities and facilities, viewed in their entirety, in the most integrated and appropriate settings possible.
• To provide information regarding policies and procedures to disabled students using accessible formats and methods as appropriate.
• To evaluate students on the basis of their talents, skills, abilities and academic performance, and not on the basis of any disability.
• To provide students with reasonable accommodations upon request made in accordance with University policy and procedures.
• To maintain appropriate confidentiality of student records and communication concerning a student’s disabilities except where disclosure is required by law or authorized by the student.

B. Rights and Responsibilities of Students

Student Rights
• To be included in University programs, activities and services on the basis of neutral criteria that do not unlawfully discriminate against otherwise qualified persons with disabilities.
• To have equal access to University courses, rotations, programs, services, jobs, activities and facilities.
• To receive reasonable and appropriate accommodations, such as academic adjustments or auxiliary aids, as determined on a case-by-case basis.
• To maintain confidentiality of all personal information related to his/her disability in accordance with applicable laws.
• To receive information distributed by the University to students in accessible formats which are reasonably available.

Student Responsibilities
• To meet the University's minimum qualifications for admission, its technical standards, academic standards, and institutional standards which apply to all students and prospective students.
• To disclose a need for disability accommodation to the University in a complete and timely manner.
• To provide adequate documentation from one or more professionals with appropriate credentials which verifies the nature of the disability (if an admitted or matriculated student), the functional limitations, and any specific accommodations recommended.
• To follow the procedures outlined for requesting reasonable accommodations, such as academic adjustments or auxiliary aids.
• To advocate for their own individual needs and to seek information, counsel, and assistance as reasonable and necessary to achieve their personal goals.

C. Rights and Responsibilities of the Faculty

Faculty Rights
• To identify and establish the abilities, skills, and knowledge required of students which are fundamental to their academic programs/courses
• To evaluate and hold each student accountable for academic performance consistent with these standards. Fundamental program and course standards are not subject to modifications, although a student with a disability is entitled to reasonable accommodations to assist him/her to meet the program/course standards.

Faculty Responsibilities
• To make reasonable accommodations to a student with a disability, such as providing academic adjustments and/or authorizing the use of auxiliary aids and services in the classroom
• To select and administer tests used to evaluate students which accurately measure aptitudes, skills and competencies and do not unlawfully discriminate against a student with a disability.
• To evaluate students in a non-discriminatory manner.

Types of Accommodations
The following is a non-exclusive list of some types of reasonable accommodations which may be provided to otherwise qualified students with disabilities:
• extra time on timed examinations and/or quizzes
• extra time on in-class assignments
• provisions to take examinations and/or quizzes in a quiet, separate room
• tape recording of lectures
• note taker services
• front row access in classes with assigned seating

Other types of accommodations which may be appropriate for individual students will be considered by the University, as presented, on a case-by-case basis.

Procedures For Requesting and Obtaining Accommodations
An application for accommodation of a disability must be made by the student. Verbal disclosure prior to or following admission is not sufficient. Students may apply for special accommodations any time during their academic curriculum, however, if granted, the accommodation is given only for the academic year in which it is requested. In case of changed circumstances, with respect to any disability, subsequent applications must follow for each academic year the student is requesting accommodations (including request during clinical rotations, clerkships, internships or any other off-campus programs that are part of the students’ required college/program curriculum).

Students seeking accommodation for a disability should follow the procedures set forth below.

1. **Written Request For Accommodation.** Students must complete and submit to the Office of Student Services a Request for Accommodations of Disability
Application (RADA) form. The form is available in the Office of Student Services.

2. **Documentation Supporting Need For Accommodation.** Documentation from a certified health care provider which verifies the nature of the disability (for admitted or matriculated students only), functional limitations, and any specific accommodation(s) recommended, must be received by the Office of Student Services before any accommodation may be granted. The student is encouraged to submit this documentation together with the RADA form. The student should provide his/her health care provider with a copy of the University’s Technical Standards for Admission, which may be obtained from the Office of Student Services. The documentation from the health care provider should include, at a minimum:
   a. A cover letter from the health care provider verifying his/her knowledge of and relationship with the student.
   b. A report from the health care provider which includes, at a minimum, the following information: (i) nature and extent of the provider’s treatment, consultation and/or testing of the student which forms the basis for the assessment; (ii) identification of the nature and severity of the diagnosed disability(ies) [NOTE: this information is required for admitted or matriculated students only]; (iii) the functional limitations caused by the disability(ies) for the student’s program of study; and (iv) a description of any recommended accommodations which may be appropriate or necessary to enable the student to satisfy the University’s technical and academic standards and requirements for his/her program of study.
   c. Test results must be within the last five years prior to the request.

3. **Types of Documentation Students Should Provide.** As a guide to both students and faculty, appropriate documentation needed to fulfill criteria to be considered learning disabled may include, but are not limited to, the following:
   - the WAIS-R individualized measure of intelligence or comparable test, given in the last 5 years,
   - the Woodcock-Johnson Psycho educational Batter-Revised or other comprehensive, psycho education test that demonstrates that specific area of academics may be significantly below expectations,
   - a standardized test or tests that indicate specific areas of the student’s strengths and weaknesses and gives recommendations for remediation,
   - documentation summarizing the students accommodations throughout elementary, secondary, or post-secondary education and placement in any special programs while in school,
   - all other documentation that gives assistance or identifies behavioral or attention problems that may warrant special accommodations.

If the documentation is deemed incomplete or inadequate, the student may be asked to provide supplemental documentation as needed.

4. **Meeting With Associate Dean of Students.** A student requesting an accommodation for a disability must schedule a meeting with the Associate Dean
of Students. The purpose of this meeting is to allow for an open, interactive dialogue between the student and the Associate Dean concerning the request for accommodation. To allow for a more informed and productive discussion, the student is encouraged to submit his or her RADA form and supporting documentation to the Office of Student Services prior to meeting with the Associate Dean.

5. **Notification of Decision On Request for Accommodation.** It is the responsibility of the Associate Dean of Students to review the student’s RADA form and supporting documentation and to determine whether the request for accommodation is reasonable. This decision shall be rendered within ten (10) business days after all required documentation is received by the Office of Student Services.

6. **Appeal From Decision to Deny Request for Accommodation.** If a decision is made by the Associate Dean to deny a request for accommodation, in whole or in part, the student may request an appeal from the Committee on Disabilities. This is an ad-hoc committee which will be established by the Office of Student Services. The request for appeal must be made in writing within 30 days of the date of the notice of denial issued by the Associate Dean of Student Services. Within ten (10) business days from its receipt of the request for appeal, the Committee shall issue its decision on the appeal in writing. The Committee decision will be considered final.

7. **Implementation of Approved Accommodations.** It is the responsibility of the Associate Dean of Students to discuss with the student how he/she can communicate to faculty and facilitate the implementation of accommodations approved by the Associate Dean of Student Services. If the requested accommodation meets approved criteria, the Associate Dean will request the accommodation, in writing, to the Department Chair or Program Director in charge of the course or courses for which an accommodation is being requested. The Associate Dean of Students will also notify the appropriate Associate Dean. It is the responsibility of the Department Chair or Program Director to inform all appropriate instructors of the request for accommodation. The Associate Dean of Students will send the letter of request for accommodation every academic semester within that academic year to the appropriate Department Chair or Program Director. Students are reminded, however, that they must reapply each academic year to be considered for accommodations. Once a letter requesting accommodations has been sent from the Associate Dean of Students to the Department Chair or Program Director, it is the students’ responsibility to arrange the approved accommodations with course instructors.

The student should meet with the instructor of the class in which he or she seeks to be accommodated and discuss what works best for that instructor within the parameters of the requested accommodation(s). Students, while having a specific disability and requesting accommodations for one course may or may not want accommodations for other courses within their program of study. The letter from
the Associate Dean of Students to Department Chairs or Program Directors will state, "If requested, the following accommodations are recommended…" 

Students are encouraged to immediately bring problems to the attention of the Associate Dean of Students. It is the responsibility of the Dean of Students to monitor all arrangements regarding disability accommodations. If a student feels he or she is being discriminated against because of a disability, he or she has the right to request an investigation into such a matter through the student grievance policy and procedure.

Students who are in need of testing or the need to provide current documentation should meet with the Associate Dean of Students. Information on testing for learning disabilities and testing locations can be obtained through this office. Costs of testing and assessments are the responsibility of the student.

Confidentiality of Records
Access to student records related to requests for accommodation of disabilities is restricted for privacy reasons. If the accommodating departments(s) or instructors(s) wish to view a copy of the student assessment, they may do so only based upon a showing of legitimate need, and only with the express written consent of the student involved. Copies of the detailed assessment are maintained in a confidential file in the Office of Student Services and may only be viewed by that office and individuals for whom the student has granted consent to disclose.

Accommodation for Board Examinations
Students who wish to request accommodations for board examinations or other certifying examinations are urged to contact the governing body or institution responsible for the administration of such examinations. Requirements for requesting accommodations for these examinations will be determined by the respective governing body or institution and may be different from requirements established by Touro University California.
APPENDIX E:
CODE OF RESPONSIBILITIES AND RIGHTS OF THE STUDENTS OF
TOURO UNIVERSITY CALIFORNIA

Student Concerns and Grievances
It is recognized that from time to time students will encounter situations or develop concerns while pursuing professional degree programs. These may affect relationships with fellow students, faculty, staff and/or administration. Any issue concerning student conduct will be resolved by one of two methods: (1) an informal method utilizing the Office of Student Services or (2) a formal method of resolution. The informal method of resolution will be initially used for all cases unless the Dean of Students believes that the incident is severe enough initially to warrant a formal hearing.

The primary purpose of Touro University is the education of osteopathic physicians, allied health professionals, and teachers. The university is a community of faculty, administration and students. Each group exercises its own rights and responsibilities in furthering the educational process of the University.

The following code enumerates the rights and responsibilities of the student segment of Touro University California. It is written in the belief that student knowledge of the student role in this educational process will promote more effective student achievement. This code and the accompanying bylaws are thus set forth to describe the general policies relating to student life and organizations at Touro University California. These general policies are subject to the bylaws and faculty policies of Touro University California.

Title
This code is entitled The Code of Responsibilities and Rights of the Students of Touro University. It is approved and authorized by the Board of Trustees of Touro University.

Definition and Basic Concepts
The Code of Responsibilities and Rights of the Students of Touro University is a part of each student’s educational commitment. The following definitions of terms are made for clarification.

1. The "university" refers to Touro University. The term includes the physical plant, the total educational program, students, faculty, employees, officers and trustees.
2. A "student" is anyone who has matriculated at the university and has commenced classes. The term does not include an individual who has applied for admission to but has not been in attendance at the university, nor does it include alumni.
3. The "faculty" constitutes those individuals appointed to the faculty by the President of the University.
4. A "student organization" is any group of students given recognition by the Student Government Association (SGA) administration.
5. The "SGA" is the university student governance structure. The leadership of the SGA is elected by the entire student body. The SGA is composed of all the class officers and student organization officers. All students are invited to participate in SGA meetings.

6. "Student affairs" includes areas of student interest and involvement through which their academic, social and professional goals can be achieved.

7. "University affairs" are the academic, business, administrative, professional and public relations activities of the University.

8. "University programs" are those academic programs established by Touro University for osteopathic medicine, pharmacy, allied health, and teacher education.

9. "Academic freedom" is the right of faculty and students to study, discuss, investigate and function within the educational process.

10. "Requirements of the University" are those prerequisites for receipt of the degrees, granted by the University, which are delineated in the college catalog and in official pronouncements of the Board of Trustees, faculty and administration. Such requirements may change from time to time as need arises to insure acceptability and respectability of the various degrees offered by the university.

Student Responsibilities

- To achieve and maintain a high standard of academic, professional and social conduct considering individual aptitude and abilities.
- To recognize the value and necessity for active and life-long learning as a vital adjunct to the university’s formal educational program and to work diligently to learn from their own strengths and weaknesses so as to become competent professionals who can live up to the standards set by their chosen professional fields.
- To be familiar with this code and the bylaws regulated.
- To meet the requirements of the Code of Responsibilities and Rights of the Students of Touro University’s degree programs.
- To work toward better relations with the general public on behalf of all programs of Touro University California and their respective profession.
- To help promote excellence in education, patient oriented health care, and community services as provided by the university.
- To exhibit personally the highest ethical and professional performance and to work with others to promote similar performance among fellow students and alumni.
- To serve on any university committees to which appointed with the understanding that such appointment requires accurate representation of the opinions of the entire student body of the committee.
- To maintain good academic standing (i.e., not on academic probation) to be eligible to hold elected positions in their classes, colleges or organizations, to maintain university committee appointments, or travel on behalf of student organizations representing the University.
**Students Rights**

Every student shall have the following rights:

- To pursue to completion the students’ chosen degree program, contingent upon satisfactory completion of requirements of the college. Commensurate with the students’ pursuit of their degree program shall be the following rights:

- To be informed of academic progress. To be notified of individual departmental course requirements as well as requirements for the chosen degree program. Each student is entitled to a statement of goals and objectives, evaluation techniques and schedules for each course, clinic and clerkship.

- To be informed by the university of any and all its regulations and policies affecting student status. Any change in existing policy or institution of new policy shall be implemented when practical only after publication. Such publication shall be so calculated to give students time to react and comply.

- To examine, seek corrections of, or prevent disclosure of personally identifiable information from more fully set forth in the Guidelines for Access to and Disclosure of Educational Records Maintained by Touro University, adopted by the university pursuant to the Family Education Right to Privacy Act of 1974.

- To exercise academic freedom as defined above.

- To receive a copy of this code and to be notified in writing by the "SGA" and the University about regulations promulgated or amended under this code.

- To seek membership in any recognized student organization for which applicant meets membership criteria.

- To petition the SGA for recognition of any student group which; (1) furthers the goal of the institution, and (2) meets the requirements for recognition as a student organization established by the SGA and administration. Recognized organizations shall have the right to meet in university facilities subject to university space coordination and scheduling. Requests for utilization of university space must be reasonable and cannot interfere with the primary educational goals of the University.

- To be represented in the determination of university or college policy as it directly affects a student’s educational endeavor. There shall be student representation to the extent of at least one voting member on the following college standing committees: Admissions Committee, Curriculum Committee, Financial Aid Committee, Library Committee, Food Services Committee and Student Life Committee and the various class Liaison Committees. Students may serve on ad hoc and other college or program committees, such as the Self-Study Committee, or such committees as may be deemed appropriate. Student appointment to the standing committees shall be made by the SGA.

  - Appointment of students as student representatives to any committee or group other than the above named standing committees shall be made by the SGA. Students on standing committees shall be appointed for the same term as faculty members. Substitutes for student committee members may not be sent without prior approval of the committee chairman involved. At any time that a committee deems appropriate, it may seek additional students to serve as resources.
• To initiate a grievance procedure as per the Conduct and Discipline Resolution Process (Appendix D).
• To have due process when charged with any academic, social, personal or professional misconduct.
• To elect representatives to the "SGA" and to elect officers of their respective class and student organizations.

Sanctions for violation of the Student Code of Responsibilities & Rights of Touro University California

Any student found responsible for violating the Code of Responsibilities and Rights of Students (please refer to the section on “Conduct Violations” for details) may expect to be sanctioned. Any sanction will be commensurate with the nature of the misconduct, and is intended to be in keeping with our educational mission to contribute to the student’s educational growth and personal development within the TUC community.

A student who is found to have engaged in improper conduct shall be subject to disciplinary action by the university. University actions may include but are not limited to: warning, reprimand, monetary fines, probation, suspension or expulsion.

Warning:

A formal reprimand will be issued based on the severity of the violation and or history of previous minor violations of the student code of responsibilities and rights. Such a warning will be communicated in writing and will indicate that the student’s good standing with Touro University is in jeopardy.

Disciplinary Probation:

This is a written reprimand for violation of the Student Code of Responsibilities & Rights. This sanction is the highest sanction imposed on a student before suspension from campus and is imposed for serious misconduct and/or history of multiple violations. Although the student maintains his/her student status, probation includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation(s) during the probationary period. The designated period of time for this disciplinary action will be under the purview of the Dean of Students and/or hearing committee as defined in the Formal Resolution Process.

In order to help the student understand the inappropriateness of his/her conduct and become more aware of the University policies, probation may include the requirement to complete one or more of the following activities, as circumstances warrant: educational seminars, assessment by personal counselor, essays, letters of apology, behavioral agreements, work service hours, completion of other University, College, or community projects. Probation may also include restrictions from the following activities, as circumstances warrant: on campus computer use, participation in athletics, participation in student government, extracurricular activities, on campus student employment, recreational and/or social activities.
Suspension:
During this period of temporary loss of student status, the student is separated from TUC premises and all TUC-sponsored/affiliated events and activities for a designated period of time. The duration of the suspension is under the purview of the Dean of Students and/or hearing committee as defined in the Formal Resolution Process. Upon termination of the suspension period, the student is eligible to petition to resume with his/her course of study.

Expulsion:
This sanction represents the most severe response by the University to violations of the student code of responsibilities and rights and permanently separates the student from TUCA prior to receipt of his/her College diploma. A student who is expelled will not be eligible to receive an academic degree from Touro University at any time. The University may withhold the awarding of a degree pending the outcome of the student discipline process for a violation of the Student Code of Responsibilities & Rights that does, or would have the potential to, result in the sanction of Expulsion.
A student who is expelled is prohibited from the TUCA premises, and from attending TUCA-sponsored/affiliated events and activities. The sanction of Expulsion is noted on the student’s academic transcript. Expulsion is a determination by Touro University that the student has demonstrated by his/her conduct that he/she is unqualified to continue as a member of the University community.
APPENDIX F:
RESOLUTION PROCESS FOR DISPUTES AND GRIEVANCES
AND MISCONDUCT

Conduct and Discipline Resolution Process
Charges of misconduct, ethics violations or, violation of professional codes of behavior may be initiated by any of the Colleges of Touro University or any of its administration, faculty, staff or, students. All such charges will be filed, along with all supporting documentation, with the Dean of Students (or his/her designee). Whenever a concern is raised and charges are filed concerns will be resolved by one of two methods. These methods are: (1) an informal resolution process or, (2) a formal hearing. When appropriate an informal resolution process is used to support one of the underlying principles of the educational mission of the University, that is; to promote the personal and professional development of students.

Upon receipt of charges and accompanying documentation the Dean of Students (or his/her designee) will schedule an appointment to meet with the charged student within five (5) business days, whenever possible. The Dean of Students will review all documentation and, in consultation with the Dean of the involved College (or his/her designee/s), will decide whether the charges warrant a formal hearing process. If the Deans find that a formal hearing is not warranted the Dean of Students (or his/her designee) may proceed with the scheduled meeting with the accused student with the goal of an informal resolution process.

Informal Resolution Process
At the meeting with the student the Dean of Students (or his/her designee) will present the student with the charges against him/her and the evidence supporting those charges and offer the student the opportunity for an informal resolution. If the student wishes to take responsibility and accept the consequences of the informal process the following procedure will be followed: the Dean of Students (or his/her designee) will consult, within five (5) business days, with the committee or other body charged with evaluation of academic progress in the College where the student is enrolled. In consultation with this body appropriate consequences for the infraction(s) will be agreed upon. If the Dean of Students (or his/her designee) and the appropriate College body are unable to reach agreement on the consequences, the Provost of the University will hear, within three (3) business days, the arguments of the Dean of Students and the College and will make the final decision on appropriate consequences. The Provost will render her/his decision within three (3) business day. The student will be notified of the resulting consequences within fourteen (14) days of his/her first meeting with the Dean of Students.

If the student accepts the decision of the informal resolution process the proceedings are completed and no further action for this violation will be pursued. If the student does not wish to accept the decision of this informal process she/he may request a formal
hearing through the Formal Resolution Process. In addition, at any time prior to or
during the course of the informal resolution process the student has the right to request
a formal hearing.

**Formal Resolution Process**

If, following review of the charges and all supporting documentation the Dean of
Students in consultation with the College finds sufficient cause, a Formal Resolution
Process may be initiated. The Provost of the University during the course of his/her
deliberations may also decide that a Formal Resolution Process is warranted.

The Formal Resolution Process is designed so that the student will be fairly and justly
treated at all stages of the resolution process. This process will not apply to matters of
academic performance which will be dealt with by the appropriate committee for
evaluation of student academic advancement in each College.

Once it has been determined that a Formal Resolution Process is necessary the
following procedure will be followed.

- Formal charges with all supporting documentation will be provided in writing
  and submitted to the Dean of Students (or his/her designee) and the involved
  student.
  - Documentation must include the name of the accused student, the name
    and position of the reporting person (people), and the nature of the
    allegation(s). The written statement will be sent to the accused student by
    registered or certified mail or delivered in person. Should the involved
    student refuse or fail to accept delivery of the statement after bona fide
    attempts to deliver, the requirement of notification will be considered to
    have been satisfied.
- Should a student’s actions be of such a nature that it is felt that he/she must be
  relieved of her/his right to attend Touro University, the student may be
  temporarily suspended from the college. This action, if necessary, will be taken
  by the Dean of Students only after consultation with the Provost of the
  University and the Dean of the College in which the student is enrolled. A
  suspension may continue until the issue(s) in dispute is/are resolved or the
  Formal Resolution Process is complete.
- The Dean of Students (or his/her designee) will arrange for a hearing which will
  take place not earlier than three (3) when ever possible, nor later than ten (10)
  business days following the decision to proceed with Formal Resolution.
- The hearing will take place before a hearing committee composed of the
  following individuals whom the Dean of Students (or his/her designee) will
  request be appointed from:
  - Three (3) members appointed from faculty, administration or staff. Not
    more than one (1) of these appointees shall be from the College in which
    the accused student is enrolled. Any member employed by the College in
    which the student is enrolled must have no involvement in the case.
• Two (2) student members appointed by the SGA President. Student members will not be enrolled in the same College as the accused student. A student with involvement in any aspect of the case will be disqualified.

• The members of the hearing committee will elect one of their members to serve as the Committee Chair.

• The accused student will have the right to disqualify one (1) member of the hearing committee without cause.
  o The replacement for a disqualified member will be selected by the Dean of Students (or his/her designee).

• All persons involved in a hearing shall be given 36 hours written notice of all hearing dates, times, and places. Lesser notice times may be given if agreed to by the involved parties.

• Postponement of a hearing may be granted if evidence or pertinent individuals of interest cannot reasonably be available at the time set for the hearing.

• The student charged and the person making the charges will be accorded the following rights:
  o To review all information to be presented to the hearing committee. The length of time for review shall be reasonable as determined by the hearing committee chair.
  o To challenge the seating of one hearing committee member without cause. Any challenge must be made at least 36 hours in advance of the hearing.
  o To present fully all aspects of the issue before the hearing committee.
  o To be accompanied by an advocate. Legal counsel will not be allowed.

• Committee hearings will proceed under the following guidelines:
  o All committee hearings and meetings are to be closed.
  o A recording secretary is to be appointed by the committee chair. Verbatim transcripts of the proceedings may be made at the request and expense of any party.
  o All issues in dispute shall be orally presented by the committee chair.
  o The complainant will first present all information supporting the charges made against the student.
  o Following this presentation, the student who is under investigation will present his/her side of this issue, submitting for committee consideration all information which he/she chooses to submit.
  o At the completion of all discussion, the complainant and the student may each make a summary statement.
  o At any time during the hearing, the complainant, the student, the committee and/or college representatives may raise questions about the evidence under review so that all aspects of the case are clarified.
  o Silence by the charged student shall not be interpreted as an admission of guilt.

• The committee shall reach a decision using the following guidelines:
  o The hearing committee will meet in closed session to reach a decision. Such meeting must be held within one (1) business day following the formal hearing.
If the hearing committee seeks additional information following commencement of its deliberations, it will notify the parties within two (2) business days and reconvene the hearing within five (5) business days of the conclusion of the original hearing. The hearing committee’s final decision must be made within seven (7) business days of the conclusion of the original hearing.

A decision to find the student guilty of the accusations will need at least three (3) affirmative votes.

The committee decision will be presented in writing to the Dean of Students who will then inform the Dean of the applicable College. The committee decision must be based solely on the evidence presented at the hearing and must include all recommendations for final disposition of the issues involved. Any penalties must conform to the Section on Sanctions of the Code of Responsibilities and Rights of the Students of Touro University (Appendix C).

The applicable College Dean, after reviewing the decision of the hearing committee, has the authority to affirm, negate, and/or modify the decision. The applicable Dean shall then notify the student of her/his decision and shall inform the student of his/her right to appeal the decision.

The University will implement the recommended disciplinary action after the appeal process has been completed.

• An appeal may be instituted by the following methods:
  o The student may request an appeal to the Provost within five (5) business days of notification of the Dean’s decision.
  o At the time of request for appeal, the student must submit in writing to the Provost the basis for the appeal. All facts necessary to substantiate the appeal must be included within the request for appeal.

• The Provost will act upon the appeal within five (5) business days by
  o Confirming the appropriate College Dean’s decision,
  o Modifying the decision, or
  o Ordering a new hearing.

• The Provost may grant an appeal only on showing one of the following:
  o Bias of one or more of the members of the Hearing Committee.
  o New material; documented information not available to the committee at the time of its initial decision.
  o Procedural error.

• The decision of the Provost is final.

• Records of the above proceedings shall be kept in accordance with the following guidelines:
  o If the committee finds no merit in the allegation under discussion, all records of the proceedings shall be sealed and secured in the office of the Associate Dean of Student Services until such time as any legal statute of limitations has expired. Upon such event, all records of the proceedings shall be destroyed. Should a need arise to open the sealed record, the
University Provost shall be notified. At the applicable College Dean’s, or Provost’s discretion, an order to open the record shall be issued by him/her. These records will not go into a student’s personal disciplinary file.

- If the committee finds merit in the allegations against a student, a full record of the proceedings and all relevant materials shall be entered exclusively in the student’s personal disciplinary file located in the office of the Associate Dean of Student Services.

- A student’s personal disciplinary file shall be reviewed annually to determine whether it may be destroyed. No destruction of documents is to take place prior to graduation. Following graduation, the Dean of Students (or his/her designee) will meet with representatives of the College in which the student was enrolled to determine the proper disposition of the disciplinary file.

- A student may see his/her disciplinary file in accordance with the college regulations concerning inspection of records as spelled out in Guidelines for Access to and Disclosure of Educational Records Maintained by Touro University (Appendix A).
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, August 22, 2011.