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.
# Table of Contents

SECTION I - TOURO UNIVERSITY CALIFORNIA ................................................................. 9

INTRODUCTION .................................................................................................................. 9

- Non-Discrimination Policy ............................................................................................ 9
- Historical Perspective ...................................................................................................... 9
- Mission of Touro College ............................................................................................... 10
- Vision Statement of Touro University California .......................................................... 10
- Mission of Touro University California ......................................................................... 11
- Accreditation .................................................................................................................. 11
- Degrees Awarded ........................................................................................................... 11

OFFICE OF STUDENT AFFAIRS .................................................................................... 11

OFFICE OF THE REGISTRAR .......................................................................................... 12

- Matriculation and Registration ...................................................................................... 12
- Permanent Address ........................................................................................................ 12
- Name Change ................................................................................................................ 12
- Transcripts ...................................................................................................................... 13
- Student Identification .................................................................................................... 13
- Name Tags – Joint MSPAS/MPH Program .................................................................... 13

STUDENT RECORDS ....................................................................................................... 13

- Disclosure and Access to Records ............................................................................... 13
- Disclosure of Student Directory Information ............................................................... 14
- Procedure for Disclosure and Access to Student Records ........................................... 14
- Disciplinary Records ..................................................................................................... 14
- Medical Records and Immunizations ............................................................................ 14
- Academic Records ........................................................................................................ 14

AUDITED COURSES ....................................................................................................... 14

LEAVE OF ABSENCE AND WITHDRAWAL ................................................................. 15

- Leave of Absence .......................................................................................................... 15
- Leave of Absence Procedures ........................................................................................ 15
- Maternity Leave .............................................................................................................. 16
- Military Leave ................................................................................................................ 16
- Withdrawal ..................................................................................................................... 16
- Withdrawal Procedures ................................................................................................. 17
- Tuition Refund Schedule ............................................................................................... 17
Dress Code for Clinical Activities ................................................................. 29
MEDICAL RECORDS ...................................................................................... 29
Student Health Admission Requirements ...................................................... 29
STUDENT HEALTH SERVICES ....................................................................... 30
Student Health Insurance Requirements ....................................................... 31
CAMPUS SECURITY AND CRIME AWARENESS ......................................... 31
EMERGENCY RESPONSE GUIDE ................................................................. 32
UNIVERSITY COMPUTER SERVICES ......................................................... 32
UNIVERSITY-WIDE/INSTITUTIONAL POLICIES ........................................ 33
Smoking ........................................................................................................ 33
Drugs, Alcohol, Firearms, and Hazing ............................................................ 34
Visitors ......................................................................................................... 34
Sexual Harassment ....................................................................................... 35
HIV/AIDS ....................................................................................................... 35
Impairment of Life Safety Devices ................................................................. 35
Eating and Drinking in Labs and Classrooms ................................................ 35
Parking ......................................................................................................... 35
Vehicle Towing ............................................................................................ 35
Lost & Found ............................................................................................... 36
SECTION II – JOINT MSPAS/MPH PROGRAM GENERAL POLICIES & PROCEDURES. 37
INTRODUCTION .............................................................................................. 37
JOINT MSPAS/MPH PROGRAM .................................................................. 37
MISSION STATEMENT ................................................................................... 37
MSPAS OBJECTIVES, GOALS AND COMPETENCIES .................................. 37
Medical Knowledge ....................................................................................... 37
Interpersonal & Communications Skills ......................................................... 38
Patient Care ................................................................................................. 38
Professionalism ............................................................................................ 39
Practice-based Learning & Improvement ....................................................... 39
Systems-based Practice ............................................................................... 40
MPH VISION, MISSION, GOALS AND COMPETENCIES .............................. 40
MPH Program Vision Statement ................................................................. 40
MPH Program Goals .................................................................................... 41
MPH Competencies ..................................................................................... 41
Systems Thinking ......................................................................................... 41
Program Planning ......................................................................................... 42
MSPAS Remediation ................................................................................................................ 82
MSPAS Dismissal .................................................................................................................... 83
MSPAS Criteria for dismissal .............................................................................................. 83
MPH Program Criteria for Placement on Academic/Professional Probation or Dismissal ..... 84
  TUC Suspension ................................................................................................................. 84
  TUC Expulsion: .................................................................................................................. 85
APPEAL PROCESS & PROCEDURE FOR PROGRAM DISMISSAL ................................ 85
GRADUATION REQUIREMENTS ......................................................................................... 87
  MSPAS Requirements ........................................................................................................ 87
  MPH requirements ............................................................................................................ 87
  MPH Capstone ................................................................................................................... 87
  MPH Comprehensive Examination ................................................................................... 88
APPENDIX A: GUIDELINES FOR ETHICAL CONDUCT FOR THE PA PROFESSION .... 91
APPENDIX B: (Excerpted from) TOURO COLLEGE AND UNIVERSITY SYSTEM ACADEMIC INTEGRITY POLICY JUNE 2012 ................................................................. 92
APPENDIX C: EXAM REVIEW POLICY AND PROCEDURE ........................................... 99
APPENDIX D: GUIDELINES FOR ACCESS TO AND DISCLOSURE OF EDUCATIONAL RECORDS MAINTAINED BY TOURO UNIVERSITY .................................................. 101
APPENDIX E: POLICY AND PROCEDURE FOR ACCOMMODATING STUDENTS WITH DISABILITIES PREAMBLE ......................................................................................... 109
APPENDIX F: CODE OF RESPONSIBILITIES AND RIGHTS OF THE STUDENTS OF TOURO UNIVERSITY CALIFORNIA .................................................................................. 117
APPENDIX G: RESOLUTION PROCESS FOR DISPUTES AND GRIEVANCES .......... 123
APPENDIX H: GROUP LIST COMMUNICATION .................................................................. 129
APPENDIX I: TOURO UNIVERSITY CALIFORNIA SMOKE-FREE CAMPUS POLICY . 131
APPENDIX J: MSPAS SPC ALGORITHMS FOR DIDACTIC COURSE EXAM FAILURES ................................................................................................................................. 133
APPENDIX K: (Excerpted from) Internet Services and User-Generated Content Policy .... 137
2016 STUDENT HANDBOOK SIGNATURE SHEET .............................................................. 145
SECTION I - TOURO UNIVERSITY CALIFORNIA

INTRODUCTION
The Student Handbook contains policies and requirements that govern academic performance and student conduct. These policies are unique to Touro University California (TUC), and are designed to promote standards for academic competency, professional discipline and personal responsibility. It represents the parameters of achievement and behavior the faculty expects of its students. It is the responsibility of all students to be knowledgeable about TUC policies. These policies will be applied to all aspects of the student’s academic progress and personal conduct for as long as the student is enrolled.

TUC reserves the right to make changes at any time in this handbook or in the requirements for admission, graduation, tuition, fees and any rules or regulations. TUC maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment.

Non-Discrimination Policy
It is the policy of the University to admit qualified students irrespective of race, age, gender, color, creed, 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 admissions committee for selection to the program.

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 we base our mission.

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 California (founded in 1997 as the San Francisco College of Osteopathic Medicine); the Lander College for Men in Kew Garden Hills (2001) created through a merger of two previously separate divisions, the School of General Studies (founded in 1974) and the School of Career and applied Studies (created in 1995); Touro
University Nevada (2004); Touro College South in Florida (2006), and Touro University College of Osteopathic Medicine – New York (2007).

Touro opened a branch in Moscow in Spring 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 in Vallejo, 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. and the Master of Science in Medical Health Sciences); the College of Education and Health Sciences (grants Master’s degrees in education and provides teacher credentials; the Master of Science in Physician Assistant Studies-MSPAS and Master of Public Health-MPH); and the College of Pharmacy (grants the Doctor of Pharmacy).

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 Fall 2004 and provided programs in osteopathic medicine and physician assistant studies. Touro University – Nevada now consists of the College of Osteopathic Medicine and the College of Health and Human Services providing programs in nursing, occupational therapy, physical 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.

**Vision Statement of Touro University California**

Educating caring professionals to serve, to lead, to teach.
Mission of Touro University California
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 service to humanity.

Accreditation
Touro University California (TUC), and its branch campus in Henderson, Nevada (TUN), are fully accredited by the Western Association of Schools and Colleges (WASC). The WASC Commission reaffirmed Institutional Accreditation on July 13, 2010 after a three stage review which demonstrated core commitments to Institutional Capacity and Educational Effectiveness. The next accreditation review is scheduled for spring 2018.

Joint MSPAS/MPH Program
The Accreditation Review Commission on Education for Physician Assistants (ARC-PA) has granted Continued Accreditation to the Touro University California PA Program. Continued accreditation is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Continued Accreditation remains in effect until the program closes, withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next comprehensive review of the program by the ARC-PA is September, 2018.

Master of Public Health Program
The Master of Public Health (MPH) Program is fully accredited by 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)

OFFICE OF STUDENT AFFAIRS
The Office of Student Services, which is under the supervision of the Dean of Students, is located in Wilderman Hall at 1310 Club Dr, Vallejo, CA 94592. Student Services interacts with students to develop and offer support programs and services, which enrich students' experiences on campus. The Office of Student Services is available to students on a continuing basis supporting student concerns and challenges.
OFFICE OF THE REGISTRAR

Services provided by the Office of the Registrar support every student at the University as well as all faculty and staff members who interact with those students. Specifically, the Office of the Registrar is responsible for: the integrity of student records for the University; the planning and execution of registration of students each semester; recording of grades; auditing of satisfactory progress of program requirements for students; verification of current or past enrollment, certification of conferred degree, graduation; mailing of diplomas to graduates; class ranking which is done at the end of June; preservation of student academic records and protection and enforcement of students’ privacy.

Leave of absence, petition to return, add/drop and withdrawal forms (available at http://studentservices.tu.edu/registrar/forms.html) are processed through the Office of the Registrar. Forms must be submitted directly to the Registrar for processing. The Office of the Registrar also provides continuing support for alumni, with services such as verification of enrollment and graduation, completing forms for licensure and providing official transcripts.

Matriculation and Registration
All students are required to register by the dates that are specified by the office of the Registrar. There are 3 registration sessions, fall, spring and summer. Failure to register in a timely manner may exclude the student from attending classes. Full tuition and fees and prior debts must be paid in full on or before registration day each academic term. Matriculation and promotion are subject to satisfactory academic progress and completion of all academic requirements and all outstanding debts to the University. Prior to registration, official transcripts, including a final transcript indicating conferral of baccalaureate degree, and transcripts from all colleges and universities indicated on the student’s application must be received by the Registrar’s office. Failure to comply with providing official undergraduate transcripts will result in the student being excluded from attending classes.

Permanent Address
The Office of the Registrar maintains the official permanent address for all enrolled students of TUC. Each student has the responsibility to provide the Office of the Registrar with a current address, email address and phone number. Students also are expected to furnish the Registrar with their local address and telephone number. Any change of address, email 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 TUC Website. In order to request an official transcript, written authorization must be submitted to the Office of the Registrar. A form for such a request is available from 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, verification of training, and letters of recommendations.

**Student Identification**

The Office of Student Services 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 Student Services. If a student identification badge is lost or stolen the student is required to inform the Office of Student Services and arrange for a replacement badge. A fee of $15.00 will be charged to replace a lost or stolen ID badge.

**Name Tags – Joint MSPAS/MPH Program**

Students enrolled in programs at TUC and involved in patient-related activities are required to wear a name tag which clearly shows their name and identifies the program and college in which they are enrolled. An acceptable format is as follows:

John Smith, PA-S  
Physician Assistant Student  
Touro University California

**STUDENT RECORDS**

**Disclosure and Access to 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 letters and statements of recommendation if the student has waived the right to inspect and review those recommendations.
Disclosure of Student Directory 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 Services in a confidential, secured area. Contact the Dean of Student Services for record inspection.

Medical Records and Immunizations
Medical files are maintained separately from the other student files. Contact the Student Health Services Director for record inspection.

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

See Appendix D: Guidelines for Access to and Disclosure of Educational Records Maintained by Touro University for additional details.

AUDITED COURSES
Students who are matriculated in the program and would like or are recommended to sit a course (including lectures, labs or other course related activities) may do so without being registered for that particular course, only by arrangement with the course coordinator and Program Director. The ability to participate in exams or other
assessment activities is at the discretion of the course instructor and is not guaranteed. Certain lecture and lab activities might be designated as not available to unregistered students, and the student may be asked to cease attending the course, at the discretion of the course coordinator. The course coordinator may drop the student from the course for nonattendance or when the presence of unregistered students may disrupt the space or flow of classes and related activities for registered students.

**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. A leave of absence may impact a student’s financial aid eligibility; therefore the Program recommends that students contact the Financial Aid Department for clarification prior to taking a leave of absence. 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**

The TUC Leave of Absence information ([http://studentservices.tu.edu/other/loa.html](http://studentservices.tu.edu/other/loa.html)) was being updated at the time the Student Handbook went to print. Until it is updated, a student requesting a leave of absence for any reason during the academic year must adhere to the following general procedure:

1. The student must meet with the Program Director to discuss the reason for the leave and the effects on his/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. A Leave of Absence will not be granted for a semester once finals week has begun.
4. The student must complete a Petition to Return at least six (6) weeks prior to the expiration of the leave of absence as delineated by the TUC.

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 TUC withdrawal policy. Any changes in the terms of the petition during the leave period should be relayed to the Program Director as soon as possible. Students must contact the Program Director at least six (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.

Students returning to TUC 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.

**Maternity Leave**
Enrolled students who are pregnant can request a maternity leave. The amount of leave time granted depends largely on the personal needs of the student and the timing of the birth within an academic program. Prior to officially requesting a leave, pregnant students should contact the Office of Student Services to discuss how a leave will affect their progress in the academic program and to review options open to them. A mutual decision should be reached after careful consideration is given to personal and professional circumstances.

**Military Leave**
TUC is committed to supporting students called to active military duty. Students called to such duty will be considered on military leave. Students called to active duty should immediately notify the Dean of Student Services and provide all their pertinent call-up papers.

Students returning to Touro University from active duty will be eligible for reinstatement as full-time Touro University students once they have notified the Dean of Student Services and have supplied any pertinent military papers requested by the University. Pre-clinical students with less than two-thirds of assignments/exams completed will be encouraged to re-start the courses once they return. Departments, however, will have the prerogative to make special arrangements. Clinical students returning to TUC 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. No additional tuition will be due from students for the resumption of any "incompletes" for work that they started before leaving for active military duty.

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 from military duty. The Program Director will facilitate the re-entry of students into their programs as close as possible to the point at which they were called to active military duty.

**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 the Program Director. 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 TUC is required to meet with the 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, which can be obtained from the Office of the Registrar. The student must also clear all financial obligations, and complete all administrative procedures.

**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 Amount</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 TUC.*

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.

**SUSPENSION AND EXPULSION**

**TUC 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 Program Director. Upon termination of the suspension period, the student is eligible to petition to resume with his/her course of study. A student who has been suspended must complete the TUC Leave of Absence Form.

**TUC 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 TUC 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 TUC premises, and from attending TUC-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.

**ACADEMIC INTEGRITY STATEMENT**
Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition on which our university system was founded, students and faculty are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic honesty supports our shared intellectual culture and our ability to trust one another. Students must avoid all acts of dishonesty, including, but not limited to:

- cheating
- plagiarizing (presenting the work or ideas of others as your own)
- fabricating (making up information, data, or research results)
- tampering (unauthorized removal or alteration of College documents, software, equipment, or other academic-related materials, including other students’ work)
- lying
- working with others when assignments or exams require individual work
- making unauthorized copies of copyrighted material
- facilitating or tolerating the dishonesty of others

Academic dishonesty lowers scholastic quality and adversely affects those who will eventually depend on the knowledge and integrity of our graduates. Failure to uphold
the principles of academic integrity negatively impacts the reputation of Touro, the value of each and every degree awarded by the institution, and the future success of our graduates.

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, from failure in coursework up to and including expulsion from the Touro College and University System. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

See Appendix B: Touro College and University System Academic Integrity Policy for additional information.

**DISABILITY SERVICES**

TUC 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 TUC 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 Section III and Appendix G: Resolution Process for Disputes and Grievances and Misconduct.

See Appendix E: Policy and Procedure for Accommodating Students with Disabilities for additional information.

**BURSAR’S OFFICE**

The function of the Bursar’s Office is to manage student accounts and collect tuition and fees from students on behalf of the University. The Bursar’s Office receives and disburses the federal and private loans that the students receive through the Financial Aid Office. The Bursar’s Office also processes refund checks for students who receive funds in excess of their tuition and fees to cover their living expenses while attending the University. In addition, the Bursar works with those students who are having financial difficulty meeting their financial obligations to the University.

**Tuition Payment**

All tuition payments are made online. If you have any questions concerning tuition payments, please contact the Bursar’s office for further information.
Student Financial Aid
Touro University California helps students with obtaining financial assistance for students who, without such assistance, would be unable to attend TUC. It is to this end that TUC participates in and receives funds from federal, state and local sources, some of which may include:
• Federal Direct Unsubsidized Loans
• Federal Graduate Plus Loans
• Alternative loans through selected lenders
• Armed Forces Health Professions Scholarship Program
• Air Force Health Professions Scholarship Program
• Veterans Administration Benefits

The financial aid funds that a student will receive while in attendance at TUC are primarily student loans. In order to maintain as limited indebtedness as possible, TUC encourages students to investigate other avenues for possible grants, scholarships, and low interest rate loans. Other financial resources include religious organizations and private organizations with which students or family members are currently affiliated.

Federal Direct Unsubsidized Loans
Federal Direct Unsubsidized Loans – Interest rate is fixed. Interest starts to accrue when the funds disburse and will continue to accrue for the life of the loan.

In order to be eligible for Federal Financial Aid all students must complete the Free Application for Federal Student Aid (FAFSA) found online at www.fafsa.gov. To complete the FAFSA, students will need to apply for a PIN number from the Department of Education at www.pin.ed.gov. The Federal school code for Touro University, which is required for completing the FAFSA, is 041426. Students may complete the FAFSA immediately, even before they receive an admission decision from the Joint MSPAS/MPH Program, however; it is required that students wait until they have filed taxes. In addition to completing the FAFSA, applicants must also complete the Touro University Financial Aid Application found at www.tu.edu, and complete the entrance counseling at www.studentloans.gov.

Once students have completed the financial aid process, the funds will disburse to the school electronically. When the funds have arrived at the school the Bursar will deduct tuition and fees and issue refund checks if a credit exists. Financial Aid checks are issued at the start of each semester. Students must be enrolled at least half time (6 credits) and have satisfactory academic progress to qualify for financial aid. Students are granted a six-month grace period after graduation or withdrawal from the University before repayment begins on the principal and interest.

Federal Graduate Plus Loans
The Federal Graduate PLUS loan can be used to help bridge the gap between the Federal Direct Loans and the remaining cost of attendance. As part of the Grad Plus
eligibility process students must complete the FAFSA application and utilize their annual Direct Loan eligibility. To receive the Grad Plus loan students must apply online at www.studentloans.gov. The Grad Plus Loan does require a credit check at the time of application and a determination that the applicant does not have an adverse credit history. Applicants with an adverse credit history may be eligible to receive an approval with a creditworthy endorser. The Graduate PLUS loan is unsubsidized with a fixed interest rate. Interest begins to accrue from the date of disbursement and repayment begins within 60 days of the final disbursement of the loan. Borrowers may receive forbearance on payments while enrolled at least half-time at an eligible school. This loan has a standard repayment term of 10 years and qualifies for the Federal Consolidation Loan program.

Federal Work-Study Program
The purpose of the Federal Work-Study program is to stimulate and promote part-time employment, particularly for those with great financial need. Part-time positions available through the Federal Work-Study Program may involve work at the University or in a public or private non-profit organization. Students may work no more than an average of 25 hours per week when classes are in session and up to 30 hours per week when classes are not in session. The current minimum pay rate for Federal Work-Study positions at Touro University is $15.00 per hour and students are paid according to established payroll procedures. The University reserves the right to adjust the pay scale at any time without prior notification. Eligibility for the University Work-Study Program is determined by TUC’s Financial Aid Office. PA students are not allowed to work for the Program.

California Graduate State Fellowship
The California Student Aid Commission awards approximately 500 Graduate State Fellowships annually to California residents. Candidates must plan to pursue recognized degrees at eligible California graduate/professional schools and must demonstrate their intent to become a college or university faculty member. This program assists with tuition and fees. Details and application forms are available from the Financial Aid Office at www.tu.edu, by clicking on ‘Current Students’, then ‘Financial Aid’.

Veterans Benefits
Many programs of educational assistance benefits are available to those who have served in the active military, naval or air service and to their dependents. Detailed information on all veterans’ benefits can be obtained from offices of the Veterans Administration. The Registrar is the VA certifying official for the Touro University California campus. To be eligible to receive VA benefits, students will need to provide a letter of eligibility and copy of your DD 214.
Students receiving educational benefits through the Veteran’s Administration are expected to remain in good academic standing. The Veteran’s Administration has additional terms regarding students not in good academic standing:
1. Probation is defined as a period of time during which the student’s progress will be closely monitored by the Student Promotion Committee and the Program.
2. The period of probation will be a maximum of three (3) consecutive semesters.
3. A student who is placed on probation for more than three (3) consecutive semesters will be ineligible for certification of educational benefits through the Veterans Administration.

**Satisfactory Academic Progress**
Federal regulations that govern the various federal financial aid programs stipulate that in order for a student to continue to receive financial aid funding, he/she must maintain "Satisfactory Academic Progress" as defined by the institution. In the definition, the institution must establish a maximum time frame in which the student must earn the degree and divide the maximum time frame into increments not to exceed one academic year.

All Joint MSPAS/MPH 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. In addition, any student who, at the end of the academic year, fails to maintain satisfactory academic progress is ineligible to receive financial aid, including student loans.

**Standards of Satisfactory Academic Progress (SAP) for Financial Aid**
Federal regulations require Touro University California to establish standards of academic progress for students who are the recipients of federal student aid. This policy defines “Satisfactory Academic Progress” in terms of the student’s ability to continue to receive federal student aid; the policy is related only to financial aid; this policy should not be confused with other policies for academic probation and/or suspension.

To meet the qualitative standard of Satisfactory Academic Progress, students must maintain a minimum cumulative GPA as set by their program. The quantitative measure (acceptable passing rate and maximum time frame for completion of degree) is used to monitor progress toward degree completion. To be eligible for Title IV aid, all students must also be in good academic standing under current institutional policies.

The measurements for satisfactory academic progress are the same or stricter than the University’s standards for students enrolled in the same educational program who are not receiving Title IV aid.
MINIMUM CUMULATIVE GRADE POINT AVERAGE (GPA)
The minimum cumulative GPA is based on a student’s program of study. Transfer credits will have no effect on the GPA for the purposes of financial aid satisfactory academic progress.

Minimum cumulative grade point averages associated with each college/program are as follows:
College of Education and Health Sciences:
- Master of Science in Physician Assistant Studies 70%
- Master of Public Health 80%
- Graduate School of Education 80%
College of Osteopathic Medicine 70%
College of Pharmacy 70%

COMPLETION RATE
All students are required to accumulate credits towards graduation and are expected to successfully complete a minimum percentage of their attempted credits.

Successfully completed credit hours do not include those credits for which a grade of U-Unsatisfactory/Failure, INC-Incomplete, W- Withdrawal or Dropped is awarded.

Student Tutor Program
Through the Office of Student Services, Touro University California offers 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 Office of Student Services can also assist the student by identifying resources for such areas as: assessment of learning styles, time management, test-taking strategies, study skills, and referrals for learning disability evaluations.

Students are eligible to apply to be a tutor in a specific subject if they are approved by the coordinator of the course in which the subject 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 Office of Student Services 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 70% or lower in a course will be given priority in the program. Applications to tutor and requests for tutoring services are available in the Office of Student Services.
STUDENT COUNSELING
Students experiencing emotional difficulties while enrolled at Touro University California are strongly encouraged to contact a faculty advisor and the Director of Counseling and Coaching. In addition to onsite counseling services, TUC participates in EAP, a service that provides acute counseling services to individual students. All aspects of mental health care are strictly confidential.

LIBRARY
Before the start of each semester, the Campus Master Calendar is used to plan out the library hours for the upcoming semester. In general, the library is open the following hours from August through May:
- Monday-Thursday 7:30am-1am
- Friday 7:30am-4pm
- Saturday 10am-1am

Library hours vary during holidays, breaks, exam blocks, and the summer months (June and July). Detailed information on library hours can be found at:
http://library.tu.edu/about/hours.html

The library has extended hours for exam blocks (a group of exams) if the exam block includes Monday and/or Tuesday. During the months of August through May, extended hours refer to Friday hours only (i.e., if the exam block starts on a Monday or Tuesday, the library will be open to 1am the preceding Friday). During the months of June and July, extended hours refer to Fridays and Saturdays and the library will be open to 10pm on both days preceding exams.

STUDENT ORGANIZATIONS
Student Government Association
The Student Government Association (SGA) is the official voice for all students. The organization is open to all students in the University and welcomes proposals and participation from the entire student body.

The responsibilities of SGA include: collecting and expressing student opinion, dispensing funds for student activities, acting as a liaison for the student body, promoting professional education, supporting club and class activities and working to improve the quality of life for all students at TUC.

Recognition of Student Organizations
To ensure that organizations seeking recognition meet the high standards of TUC and its student population, the SGA shall have the power to recognize all student organizations. The application process is as follows:
Student

1. The students and faculty advisor seeking group recognition must complete a petition for recognition. The petition must include the organization’s name and goals, proposed charter, name of faculty advisor, and list of charter members.
2. A complete copy of a proposed charter or constitution and by-laws must be attached to the recognition petition.

Student Government Association

1. The SGA will review the petition.
2. The SGA has the authority to approve, approve for a one-year probationary period or disapprove the organization.
3. A majority vote of those SGA members voting shall determine the status of the applicant group. Appeal of the SGA decision may be made to the Dean of Student Services.
4. The SGA has the right to annually review the status of any organization. The SGA may require every approved organization to submit an annual report.
5. The SGA will have the discretion to hear objections related to the recognized organization.
6. The SGA shall ensure that no action shall be taken concerning the student organization’s status unless the organization in question has an opportunity to hear the charges made against it and present its side of the issue.
7. The SGA shall ensure that a group submitting an unapproved application may resubmit its application at any time after having satisfied the objections of the SGA.

Dean of Student Services

1. Review the petition for a new university organization to ensure proper documentation.
2. Recommends approval or denial.
3. forwards the recommendation to the appropriate Dean or Program Director.

Dean/Program Director

Reviews the petition for a new university organization and approves or disapproves it.

Renewal of Recognition

The SGA conducts an annual review of all approved student organizations to determine whether the organizations are indeed providing activities and services that are consistent with their charter, therefore enabling them to accomplish their organization’s goals. Based on the results of its annual review, the SGA, by vote of its members, makes a recommendation to the Dean of Student Services regarding the renewal of an organization’s approved status. Following administrative review by the Dean of Student Services, a recommendation is submitted to the appropriate college dean/program director.
The voting options available to the SGA are to recommend approval, denial or probationary status for an organization. A student organization whose activities have been substantively inconsistent with its charter or have failed to lead to progress toward its goals shall be recommended for probationary status. Continued failure of a student organization while on probation to provide activities consistent with its charter and goals shall result in a recommendation to deny renewed recognition.

Student Representation
Student representation is provided on appropriate college/university committees. Any full-time student in good academic standing (i.e., not on any form of probation) is qualified to seek appointment or election to serve in a representative capacity on these college/university committees. Interested students must apply by the posted deadlines to the SGA for consideration. Students who have committee assignments and are placed on academic probation will be required to resign their position and another student will be elected to serve on the committee.

OFFICIAL REPRESENTATION
To ensure that a positive image of TUC is maintained, TUC students may not officially represent the University and/or its colleges or any institutional committees on any local, state or national student-oriented organization that is not recognized by TUC.

USE OF THE TUC LOGO
Student Organization Stationery Usage Policy
To use the stationery bearing the University logo, seal or facsimile thereof in any correspondence, a student organization must have approved or probationary status and have received approval from the Dean of Student Services. Requests to use stationery bearing the college/institutional logo or seal must be submitted in writing to the Dean of Student Services.

Use of Logo on Merchandise
Students must request permission from the Director of External Relations, Andrea Garcia (andrea.garcia@tu.edu), if they wish to use the University logo on articles of clothing or other types of merchandise.

EXTRA-CURRICULAR ACTIVITIES
Students or student organizations wishing to host events involving extracurricular academic activities, i.e., speakers, mini-courses, drug fairs or non-credit courses, must have the approval of the Dean of Student Services. Written requests to approve the sponsored extracurricular activities by a student or student organization should be submitted to the Dean of Student Services. Request forms are available in the Office of Student Services.
No student may participate in any extracurricular activity that has Touro sponsorship or that advertises Touro in any way, if such an activity is held on the Jewish Sabbath or on any Jewish holiday that is officially observed by Touro.

**Participation of Students in Extracurricular Health-Related Activities**
Community service is a mission-related activity of TUC and of the Joint Program and is encouraged. However, Joint students who wish to participate in health-related extracurricular activities must be properly supervised. Moreover, students must comply with Touro policies regarding participation in official activities when they are scheduled on the Sabbath or on other Jewish holidays that are observed by Touro.

Therefore, this policy sets forth guidelines and an approval process for participation in any health-related extracurricular activity.

- Any student or student group that wishes to participate in an extra-curricular health related activity must contact the Program Director. No activity will be approved unless complete information is provided, addressing the following, including but not limited to: nature and scope of the activity; sponsorship and/or faculty advisor; group to be served; place of the activity; clinical oversight, and the date on which the activity is scheduled to occur.

- The request and information must be provided to the Program Director a minimum of two weeks in advance of the activity. The Program Director will review the request and determine whether the activity is appropriately supervised. No student may participate in a health-related activity without a Touro credentialed healthcare provider being present.

- Participation in activities that are responding to an acute emergency situation may be excluded from the prohibition regarding the Jewish Sabbath and Jewish holidays, but require approval. The Campus Rabbi should be consulted in a timely fashion.

- No person who is covered by the Touro malpractice policy may provide supervision for an extracurricular health-related function that is held on any such day of religious observance, unless it falls under an emergency situation as noted above.

**PUBLICATIONS**
Yearbooks and other sanctioned student publications are published under the auspices of the University. Traditionally, the University contracts with its students to develop, edit, and prepare these works for publication.

**ON-CAMPUS STUDENT EVENTS**
All student groups (organizations, classes, etc.) seeking to have an on-campus student event must have prior approval of the Dean of Student Services who will advise the student organizer of the necessary steps to follow in order to schedule the event.

Student groups (organizations, classes, etc.) can obtain a Student Activity Approval/Room Reservation Request form from the Office of Student Services. The Student
Activity Approval/Room Reservation Request form needs to be completed and submitted at least two weeks before the on-campus student event is to be held.

Once the approval has been obtained for the on-campus student event, the Student Services office and Food Services will assist the student organization to coordinate the scheduling of the event and contact campus administration to arrange for security and housekeeping, if applicable. If the student event is to be held at a location which is controlled by the Campus Facilities Office, the student organization will be notified by the Student Services office of the procedure to be followed. Any event sponsored by student groups (organizations, classes, etc.) that violates any of the provisions of the policy on "On-Campus Student Events" will be subject to cancellation or termination.

CATERING PROCESS
Students are required to use the University’s Food Services for University sponsored events (whether held on or off campus). The following process is required:

- Catering requests must be submitted on the appropriate forms a minimum of two weeks prior to the event. The event must be approved by the Dean of Student Services.
- If the event is large enough a representative from the student group may be asked to meet with the Master Calendar Committee to secure a date. The group will then need to meet with the Event Management Team to talk about logistics.
- For smaller events the student group will meet with the Director of Food Service to discuss the event.
- Payment is due upon receipt of the final bill and needs to be made in the Bursar’s office.

ALCOHOL POLICY FOR STUDENT EVENTS
The University will not authorize the use of general student fees or other funds collected and administered by a University office or agency for the purchase, supply or serving of any alcoholic beverage or to partially or totally support events where alcoholic beverages are served or provided to student participants as part of the event. This policy does not apply to approved functions that are directly sponsored and organized by the University.

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.
Dress Code for Clinical Activities
On clinical rotations, students must wear dress that is professional in nature. White coats with TUC issued name tags are required. Male students should wear collared shirts with ties. Female students should wear dresses or slacks/skirts with dress shirts. Closed-toed shoes are required. Specialty rotations or specific training sites may designate other prescribed clothing such as scrubs and/or tennis shoes. A professional appearance mandates good hygiene and clean, conservative professional attire. Any clothing, hair color, jewelry, or body piercing that may cause a concern with affiliated faculty, hospitals, or patients should be avoided. Students may be asked to change their appearance to conform to the dress code of rotational sites.

MEDICAL RECORDS
Information provided by students at matriculation and periodically during their education at Touro University (i.e., 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 proceeds 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 TUC Student Health Immunization and Health Screening Policy in order to assure protection against certain communicable diseases.

Prior to matriculation, TUC Student Health requires Forms A-F, available at http://studentservices.tu.edu/studenthealth/forms.html
Form A: Student Information
Form B: Health History
Form C: Physical Examination
Form D: TB Symptom Health Screening Checklist
Form E: Immunizations/Titer Results
- Quantitative (NOT qualitative) titers for MMR, Hep B and Varicella
- Proof of immunizations for MMR, Hep B and Varicella - if available (many facilities where you will train require both proof of vaccination and titers)
- Proof of Tdap within 5 years
- TB screening questionnaire
- Proof of Negative 2-step PPD or, if history of positive PPD, documentation of prior positive test and Chest Xray
Form F: Authorization for Release
Immunization, physical examination and tuberculosis screening information may be made available, as required, to the Program, 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 the deficiency is corrected. No exceptions will be made. Some clinical training sites require students with positive Tb testing to be treated. As a result, students who have not been treated may not be allowed to attend certain clinical rotations, which may result in a delay of completion of the Program. All students must have annual tuberculosis screening.

Immunizations and titers that are recommended, but not required, by Touro University include:

- Seasonal Influenza Vaccine (may be required by clinical training sites)
- 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 that 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 the following:

- Annual Tuberculosis Screening – No Charge Annually
- Annual Seasonal Influenza Vaccination – No Charge Annually
- Immunizations and Serological Titers at substantially reduced rates
- Urine Drug Screens
- Laboratory testing (reduced rates)
- Medical coverage by a licensed Nurse Practitioner
- Medical supervision and coverage by licensed Osteopathic Physician
- Provision of unique Health Clinics as needed – At No Charge
- Management (collect, track and report) of all Immunizations and Health forms necessary for clinical rotations
- Health Education Resources

Student Health Services can be contacted at:

Touro University California
Student Health Services
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. Students will automatically be enrolled in the Student Health Insurance Program unless a waiver is granted. Students may apply for a waiver if other health insurance can be demonstrated. The insurance fees have been budgeted into financial aid. 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. Please see the TUC website for further waiver information: [https://www.admin.renstudent.com/Waivers/Account/LogOn?PolicyId=1504&Origin=](https://www.admin.renstudent.com/Waivers/Account/LogOn?PolicyId=1504&Origin=)

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, including needle sticks, or illnesses acquired during clinical training including physician visits, diagnostic tests, treatment, and prophylactic medications or immunization will be incurred by the student. Therefore 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.

**CAMPUS SECURITY AND CRIME AWARENESS**

FOR EMERGENCIES CALL 911 OR 9-911 FROM CAMPUS PHONES

**Additional Important Phone numbers:**

- Campus Security: (707) 638-5804
- Campus Facilities: (707) 638-5800 (Business hours)
- (After hours pager): (707) 551-6034
- Vallejo Fire Department (non-emergency): (707) 552-3285
- Vallejo Police Dept. (non-emergency): (707) 552-3285
- Lennar: (707) 562-4000
- Island Energy: (707) 562-5000
Touro University California currently uses the Everbridge emergency notification system to manage communications with faculty, students and staff in the event of an emergency. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, or the Clery Act, requires all colleges and universities that participate in federal financial aid programs to test their emergency notification policies and procedures and maintain a history of the test results. Touro University California tests its emergency notification system at least once per academic year. Test results are used to measure the effectiveness of our system and to provide important information as we enhance and upgrade our notification tools and procedures. For all non-urgent questions concerning Safety and Security issues please contact the Facilities Department:

Phone: (707)638-5800  
Fax: (707)638-5810  
E-Mail: jay.ritchie@tu.edu  
Website: http://facilities.tu.edu/emergencyresponse/

Fire evacuation plans are posted in all of the occupied building located on the campus.

Fire drills are conducted every two months. This encompasses all of the occupied buildings located on the campus with each building having a drill at least once a year. During the fire drills observers note infractions and make suggestions for improvement. Results of the fire drill are forwarded to the campus community via email for review. Reports are maintained with the chairperson of the safety committee.

Safety week is offered by the campus once a year in which staff and faculty are trained in CPR, First aid and the use of a fire extinguisher. This event usually occurs during the third week of July.

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.

http://studentservices.tu.edu/SafetyCrime.html

EMERGENCY RESPONSE GUIDE  
http://facilities.tu.edu/emergencyresponse/

UNIVERSITY COMPUTER SERVICES  
The Information Technology (IT) Department is responsible for all computing services, on-campus telephone services, supporting the University’s website, Blackboard, and audio-visual and print 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 issued an email account and subscribed to a group list for their class. University faculty, staff and administrators participate in the various conversations on the class group list, 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 TUC and as alumni.

Once arriving on campus, students are issued a network login which gives them access to the University’s computer network and to the campus wireless access system. There is a computer lab, located in the library, offering students approximately 15 workstations on which they may use productivity software, browse the Internet, access course-specific files and use software that complements the curriculum. Each computer lab has printing and scanning capability 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.

Upon their arrival, students are also issued Blackboard accounts. Blackboard enhances on-campus class and lab instruction, and is also an important element of the curriculum during the clerkship years when the student is off-campus on rotation. Blackboard is also increasingly used as a part of the social and student life aspects of the student experience. Clubs, committees and other special interest groups may request a section of Blackboard be set aside for communication and collaboration among their membership.

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

UNIVERSITY-WIDE/INSTITUTIONAL POLICIES
Smoking
TUC is a smoke-free campus, and as such, smoking is prohibited on the grounds, 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. TUC also understands the serious nature of nicotine addiction and offers assistance to those who wish to quit. Smoking materials shall not be sold or in any way distributed under the auspices of Touro University. Violators of the smoking policy are subject to disciplinary action. See Appendix I: Touro University California Smoking Policy for additional information.
Drugs, Alcohol, Firearms, and Hazing

Touro University does not condone any form of drug, substance or alcohol abuse by its students. A Drug-Free Workplace and Substance Abuse Policy and Procedure has been established consistent with federal and state law, including the “Federal Drug Free Schools and Communities Act” and the “Drug Free Workplace Act.” The policy implements a drug free workplace and academic environment, 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. 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. These policies and procedures apply to all students of TUC at 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 that result in a diminished or impaired ability to perform usual tasks. Any violation of this policy will result in disciplinary and appropriate legal action against the offending individual(s) or organization(s). Any student who violates this policy 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").

All students of TUC 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.

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 TUC buildings. Allowing visitors in the classroom is decided on a case by case basis, but generally not allowed. The classrooms have few empty seats due to class size and visitors can be a distraction to others. If a student wishes to have a visitor, they must ask permission from the Program Director and Course Coordinator(s) for the courses that would be involved. No visitors are permitted in the anatomy lab without the permission of the Department Chair. If permission is granted, the student needs to notify the Associate Dean of Student Services, who will arrange for a visitor badge and parking if needed. Visitors must be accompanied while on campus. These regulations are strictly observed.
**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.

Specific 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 TUC administration.

**HIV/AIDS**

Information about the institutional policy guidelines concerning HIV (Human Immune Deficiency Virus)/AIDS (Acquired Immune Deficiency Syndrome) is available upon request from the Office of Student Services.

**Impairment of Life Safety Devices**

Destruction of or tampering with campus life safety systems or devices (e.g., AEDs) is 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 classrooms is allowed at the discretion of the course coordinator and the Program. Students are expected to maintain a clean classroom environment at all times.

**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. Failure to properly display a parking decal may result in a fine.

**Vehicle Towing**

Vehicles parked illegally are subject to towing. The cost of towing and retrieval of the vehicle is the responsibility of the owner. TUC assumes neither liability nor responsibility for operational or structural damage incurred as a result of towing or storage of a vehicle in such instances. Parking overnight is not permitted.

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Joint MSPAS/MPH Program
Class 2016 Student Handbook
Lost & Found
The Facilities Department, located in Wilderman Hall, and the University Library, maintain Lost and Found Services for the University. Lost articles may be claimed from these locations 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
Students satisfactorily completing the 33-month course of study and who have fulfilled all of the requirements for graduation published 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). After passing the PANCE, graduates become certified Physician Assistants (PA-C) and are eligible for licensure to practice as determined by a state’s licensing board.

JOINT MSPAS/MPH 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.

MSPAS OBJECTIVES, 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
Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations. Physician assistants are expected to understand, evaluate, and apply the following to clinical scenarios:

- evidence-based medicine
- scientific principles related to patient care
- etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
• signs and symptoms of medical and surgical conditions
• appropriate diagnostic studies
• management of general medical and surgical conditions to include pharmacologic and other treatment modalities
• interventions for prevention of disease and health promotion/maintenance
• screening methods to detect conditions in an asymptomatic individual
• history and physical findings and diagnostic studies to formulate differential diagnoses

**Interpersonal & Communications Skills**
Interpersonal and communication skills encompass the verbal, nonverbal, written, and electronic exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients’ families, physicians, professional associates, and other individuals within the health care system. Physician assistants are expected to:
• create and sustain a therapeutic and ethically sound relationship with patients
• use effective communication skills to elicit and provide information
• adapt communication style and messages to the context of the interaction
• work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
• demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety
• accurately and adequately document information regarding care for medical, legal, quality, and financial purposes

**Patient Care**
Patient care includes patient- and setting-specific assessment, evaluation, and management. Physician assistants must demonstrate care that is effective, safe, high quality, and equitable. Physician assistants are expected to:
• work effectively with physicians and other health care professionals to provide patient-centered care
• demonstrate compassionate and respectful behaviors when interacting with patients and their families
• obtain essential and accurate information about their patients
• make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment
• develop and implement patient management plans
• counsel and educate patients and their families
• perform medical and surgical procedures essential to their area of practice
• provide health care services and education aimed at disease prevention and health maintenance
• use information technology to support patient care decisions and patient education
Professionalism
Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one’s own. Physician assistants must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

- understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
- professional relationships with physician supervisors and other health care providers
- respect, compassion, and integrity
- accountability to patients, society, and the profession
- commitment to excellence and on-going professional development
- commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- sensitivity and responsiveness to patients’ culture, age, gender, and abilities
- self-reflection, critical curiosity, and initiative
- healthy behaviors and life balance
- commitment to the education of students and other health care professionals

Practice-based Learning & Improvement
Practice-based learning and improvement includes the processes through which physician assistants engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self- and practice-improvement. Physician assistants must be able to assess, evaluate, and improve their patient care practices. Physician assistants are expected to:

- analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
- locate, appraise, and integrate evidence from scientific studies related to their patients’ health
- apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness
- utilize information technology to manage information, access medical information, and support their own education
- recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others
Systems-based Practice
Systems-based practice encompasses the societal, organizational, and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient. PAs should work to improve the health care system of which their practices are a part. Physician assistants are expected to:

- effectively interact with different types of medical practice and delivery systems
- understand the funding sources and payment systems that provide coverage for patient care and use the systems effectively
- practice cost-effective health care and resource allocation that does not compromise quality of care
- advocate for quality patient care and assist patients in dealing with system complexities
- partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes
- accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- apply medical information and clinical data systems to provide effective, efficient patient care
- recognize and appropriately address system biases that contribute to health care disparities
- apply the concepts of population health to patient care

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 of 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 decisions; to 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 his/her 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 possess attributes that include compassion, empathy, altruism, integrity, responsibility, and tolerance.

The student must also be able to:

• Tolerate physically and mentally taxing workloads
• Adapt to changing environments and display flexibility
• Prioritize competing demands
• Understand the basis and content of medical ethics
• Work effectively as a team member
• Accept constructive feedback and adopt appropriate modifications
• Recognize limitations in knowledge, skills and abilities and seek appropriate assistance with identified limitations.
• Learn to function in the face of uncertainties inherent in medicine.

**ADVANCE PLACEMENT**
Advance placement cannot be granted in the Program.

**TRANSFER STUDENTS FROM OTHER PA PROGRAMS**
The TUC Joint MSPAS/MPH Program does not accept transfer students.

**TRANSFER OF CREDIT AND CREDIT FOR EXPERIENTIAL LEARNING**
Transfer of credit is not allowed. No credit will be granted for work related experiences.

**PART-TIME STATUS**
The program does not allow a part-time option for incoming 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.
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## Joint MSPAS/MPH Class of 2016 Curriculum

*Dates Subject to Change*

### Semester I Fall
- **August 19, 2013 – December 20, 2013 (18wks)**

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<tr>
<th>Course</th>
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<td>PA 600B Principles of Basic Sciences</td>
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<td>PA 606 Laboratory Medicine</td>
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<td>PA 609A Anatomy w/Lab</td>
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<td>PH 607/1A Biostatistics</td>
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<td>PH 608 Behavioral and Social Aspects of Public Health</td>
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<td>PH 618 Epidemiology</td>
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<td>PH 619 Research Methods</td>
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<td>PH 648 Environmental Health</td>
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**Final/Remediation Exams December 9-20, 2013**

**Totals** 330 20.5

### Semester II - Spring
- **January 2, 2014 – April 25, 2014 (17 weeks)**

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<td>PA 608B Pharmacology I</td>
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<td>PA 613A Ethics for Health Professionals</td>
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<td>PA 630 Clinical Medicine I</td>
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<td>PA-TBD Pediatrics I</td>
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<tr>
<td>PH 620/PH 614A Track course (Health Disparities or Essentials of Global Health)</td>
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<td>PH 604 Health Policy and Management</td>
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**Final/Remediation Exams April 14-April 25, 2014**

**Totals** 360 23.0

### Semester III Summer
- **April 28, 2014 – August 8, 2014 (15 wks)**

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<th>Course</th>
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<td>PA 603 Medical Spanish for Health Professionals (elective)</td>
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<td>PA 604B Clinical Applications II</td>
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<td>PA 618B Pharmacology II</td>
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<td>PA 620B Clinical Medicine II</td>
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<td>PA 624A Behavioral Medicine</td>
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<td>PA-TBD Pediatrics II</td>
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<td>PH 606/PH 602A Track course (Health Ed or Emerging Health Threats)</td>
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**Final/Remediation Exams July 28-August 8, 2014**

**Totals** 330 20.0

21 units total including elective
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<td>1. PA 604C</td>
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<td>2. PA 625</td>
<td>Surgical &amp; Clinical Skills w/Lab</td>
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<td>3. PA 630A</td>
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<td>4. PA 660B</td>
<td>Pharmacology III</td>
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<td>5. PA 663A</td>
<td>Emergency Medicine</td>
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<td>6. PA-TBD</td>
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<td>8. PH646</td>
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<td>Rotations begin:</td>
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<td>4. PA 636 A</td>
<td>Primary Care 1 (February 23 – April 3, 2015)</td>
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<td>5. PA 637 B</td>
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<th>Semester VI - Summer</th>
<th>May 25, 2015 – August 21, 2015 (13 weeks)</th>
<th>CH</th>
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<tr>
<td>1. PA 631A</td>
<td>Primary Care 3 (May 25 – July 3, 2015)</td>
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<td>2. PA 633 A</td>
<td>Primary Care 4 (July 6 – August 14, 2015)</td>
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<td>2. PA 634</td>
<td>ER (October 5 – November 13, 2015)</td>
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### Semester VIII - Spring

January 4, 2016 - May 27, 2016 (21 wks)  

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<td>Elective 2 (January 4 - February 12, 2016)</td>
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<td>PH 623</td>
<td>Public Health Field Experience (February 22 - April 1, 2016)</td>
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<tr>
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REQUIRED MATERIALS

Supplies – needed by the start of classes on August 19, 2013
- One pair of surgical scrubs for anatomy lab (blue)
- Powder-free gloves (preferably non-latex) for anatomy lab (1 box of 100)

Medical equipment – not needed until January, 2014
The cost of the required medical equipment will range from about $600 to $1200, depending on the exact equipment models and/or styles chosen. More expense does not necessarily mean a better product; a student may be getting more than is needed.
- Diagnostic Set – oto/ophthalmoscope (averages $450 - $600)
- Stethoscope (depending on type, ranges from $40 - $400)
- Blood Pressure Cuff (ranges from $50 - $160)
- Tuning fork C-128 (approx $10)
- Tuning fork C-512 (approx $10)
- Reflex Hammer (approx $10 - $15)
- Pocket eye chart/ruler (approx $2)
- White student (short) lab coat
- Insufflator bulb (approx $3)

The program will arrange for a vendor to come during Semester I. You are not required to purchase from this vendor; however, we have found this company to be reliable and they have given our students very competitive prices and group discounts. In addition, buying from this vendor will ensure that you are purchasing the correct equipment. The list of medical equipment needed will be provided to you as we get closer to Semester II. There have been students in the past who bought something prior to starting school and found that it was not correct. By this time, it was too late to return or exchange it. Therefore, we strongly encourage you to wait to purchase your equipment.

Laptop/Tablet Requirements:
Students are required to have a laptop computer and mobile device. By making these a program requirement, the cost is included in your financial aid.

Laptop computers provide students access to primary and supportive information to better prepare for and supplement the learning process. Blackboard, an electronic learning tool, will be used as the central component of the “electronic classroom” employed throughout much of the curriculum. Assignments, course material, assessments, and other tools are available for each class through Blackboard. Blackboard is not resident on the laptop but is simply a web address to our servers at Touro. Because of this, students will be able to access materials from any location with web access.

The lecture areas offer a wireless environment enabling accessibility to informational resources via the Internet and proprietary Touro sites such as the online Library and other University resources.
Any laptop computer made within the last 4 years with at least 2GB of memory is acceptable and should work well. However, please check that your laptop hardware and software meet each requirement:

**Software Requirements**
- Apple MacBooks and iMacs, as well as Windows Operating PCs are acceptable.
- If utilizing a PC: The operating system requirement is Windows XP (Home or Pro), Vista (do not get the "Basic" version; get Home Premium or better) or Windows 7.
- An antivirus suite is required (e.g., Avast!, Norton Antivirus or VIPRE.)
- Students are expected to have working knowledge of the applications of the MS Office Suite: Word, Excel and PowerPoint. MS Office 2003 and newer are acceptable.

**Hardware Requirements**
- Processor Manufacturer: Intel or Advanced Micro Devices
- Network Interface Card: 10/100 802.11b/g wireless
- Hard-Drive Capacity: 40 GB or greater
- For Windows 7/Vista only:
  - Memory: 2 GB (3 GB or more strongly recommended; to enable memory capacity greater than 3 GB of ram you will need to have a 64 bit version of Windows)
  - Processor Speed: 1.4 GHz or greater (2 GHz recommended)
- For Windows XP (Home or Pro Editions) only:
  - Memory: 512 MB or greater (1 GB is recommended)
  - Processor Speed: 1 GHz or faster

A laptop with these specifications should cost between $1200 - $1800 depending on memory and hard drive size and whether it has a CD/DVD writer (not required, but recommended). Students should also purchase an external hard drive to backup their data (highly recommended).

Net PCs such as the models from ASUS with Windows XP and Office are also acceptable. They can be a low cost alternative to a regular Laptop (costing around $350-$450). **Tablets** are also acceptable provided they meet the requirements.

We STRONGLY recommend that students purchase extended warranties or service contracts should there be a hardware failure. Neither the Joint Program nor Touro University IT offer support to help with hardware and software issues.

**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>
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<td><a href="mailto:grace.landel@tu.edu">grace.landel@tu.edu</a></td>
<td>(707) 638-5878</td>
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<tr>
<td>Medical Director</td>
<td>Michelle Wolfe, MD</td>
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<td></td>
</tr>
<tr>
<td>Associate Program Director</td>
<td>Michelle Wolfe, MD</td>
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<td>(707) 638-5877</td>
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<tr>
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<tr>
<td>Assistant Clinical Coordinator</td>
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<tr>
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</tr>
<tr>
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<td></td>
<td>(707) 638-5809</td>
<td>WH 400</td>
</tr>
<tr>
<td>Administrative Assistant</td>
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</tr>
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</tr>
<tr>
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<td>WH 308</td>
</tr>
</tbody>
</table>
## MPH PROGRAM FACULTY/STAFF DIRECTORY

### Public Health (PH) Program Faculty

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Director &amp; Associate Professor</td>
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### PH Program Adjunct Faculty

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<tr>
<td>Professor</td>
<td>Nicole Barnett, DHSc, MBA, RN</td>
<td><a href="mailto:nicole.barnett@tu.edu">nicole.barnett@tu.edu</a></td>
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<tr>
<td>Professor</td>
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<tr>
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<tr>
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<td></td>
</tr>
<tr>
<td>Professor</td>
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</table>
Adjunct Professor | Amal Harrati, PhD (c) | amal.harrati@tu.edu

Public Health Program Staff

<table>
<thead>
<tr>
<th>Administrative Assistant</th>
<th>Brigida Alcazar, MA (c)</th>
<th>(707) 638-5838 <a href="mailto:brigida.alcazar@tu.edu">brigida.alcazar@tu.edu</a></th>
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<tr>
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<td>Alicia Ashorn, MPH (c)</td>
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</table>

END OF SECTION II
SECTION III - SPECIFIC JOINT MSPAS/MPH ACADEMIC PROGRAM POLICIES & PROCEDURES

PURPOSE OF THIS SECTION
This section contains policies and requirements that 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 33 month 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 Program has a responsibility to safeguard the patient and public by training and educating competent physician assistant graduates. As such, the Program maintains the right to refuse to matriculate or 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 requires 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. Since attendance is required of all students, formal attendance will be taken. 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. 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.

TARDINESS
Students are expected to be prepared for the start of class (with coat and belongings stowed) and to remain for the entire class period. Arriving on time demonstrates respect for instructors and peers. Tardiness in the didactic phase of training has been linked to tardiness and other unprofessional behaviors in the clinical phase of training and as a licensed clinician. Tardiness is considered a professionalism issue and will be tracked across courses. 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 or across courses 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. Note: Most state licensure boards request information on academic and professionalism probation on the official program completion verification paperwork. The Program must document when a student has been on Academic and/or Professionalism Probation, and in most cases, the reasons for probation. Additionally, this information is often requested by credentialing agencies, and therefore, it may impact your ability to obtain employment clearance. Please see the sections on Academic Probation and MSPAS Dismissal.

Late students are fully responsible for the material covered during the time period missed.

ABSENCES
Students are not permitted to take “time off” during didactic semesters. 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. University holidays and approved Student Time Away are not considered absences and are addressed in the appropriate sections below.

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 and the Program Administrative Assistant, Jennifer Tam (jennifer.tam@tu.edu) 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 and/or 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 and/or absences will result in intervention by the faculty 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.
Students in the clinical year must attend all rotations and adhere to the rotation’s schedule. Absences during the clinical year are addressed separately in the clinical year handbook.

HOLIDAYS
Touro University California is a Jewish sponsored institution. TUC observes most federal and Judaic holidays. Judaic holidays vary yearly, therefore university closures, exam dates and semester breaks may vary for each calendar year.

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. Students are permitted two (2) excused absences (subject to prior approval) per semester. Any student requesting time away for an exceptional event must complete and submit a Time Away Request form (available on Blackboard) a minimum of one month in advance. Time Away Request forms are to be submitted to the designated Program personnel (Ana Maldonado, DHSc, MPH, PA-C for the Academic Year 2013-2014). 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 and examinations 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. Refer to Examination Protocol for information regarding missed examinations.

POLICY ON USE OF WIRELESS DEVICES IN THE CLASSROOM
Laptops, tablets/ iPads and smart-phones may be used in the classroom at the discretion of the course coordinator. However, use of these and other electronic equipment in a manner not consistent with classroom topics, often create unacceptable disruptions when used during class. Instructors will notify students if electronic equipment will be required for an in-class activity. The following activities are considered disruptions:

- Texting
- Cell phone ringing
- Web surfing
- Checking email

Distractions in class are considered a professionalism issue and will be addressed individually by the course coordinator. Professionalism issues will be monitored across
all courses. 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 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. Note: Most state licensure boards request information on academic and professionalism probation on the official program completion verification paperwork. The Program must document when a student has been on Academic and/or Professionalism Probation, and in most cases, the reasons for probation. Additionally, this information is often requested by credentialing agencies, and therefore, it may impact your ability to obtain employment clearance. Please see the sections on Academic Probation and MSPAS Dismissal.

Students may use electronic devices during class breaks, between classes and/or during any other non-instructional time.

INTERNET SERVICES AND USER-GENERATED CONTENT POLICY, INCLUDING SOCIAL MEDIA POLICY – See Appendix K

Social media are internet-based tools designed to create a highly accessible information highway. They are powerful and far reaching means of communication that, as a physician assistant student at Touro University California, can have a significant impact on your professional reputation and status. Examples include, but are not limited to, LinkedIn, Twitter, Facebook, Second Life, Flickr, YouTube, and MySpace.

Students are liable for anything they post to social media sites and the same laws, professional expectations, and guidelines must be maintained as if they were interacting in person. The following guidelines have been developed to outline appropriate standards of conduct for your future and the reputation of our program.

1. Take responsibility and use good judgment. Incomplete, inaccurate, threatening, harassing posts, or use of profanity on postings is strictly prohibited. It is inappropriate to use social media sites as a venue for venting.
   
   Example: A student posts on Facebook about his frustration with a course instructor (or preceptor) after he is given feedback. The instructor is not identified by name, but is identified by title (my course instructor, or my preceptor), with negative or derogatory comments.

2. Think before posting as internet and email archives can permanently affect your reputation.

3. Social networking during class, program activities and clinical hours is strictly prohibited.

4. HIPPA laws apply to all social networking so it is the utmost priority to protect patient privacy by not sharing information or photographs.
   
   Example of a privacy breach: A student posts heartfelt concern on her Facebook page for a patient she is caring for. The patient is not identified by name, MR number or date of birth. However, the type of treatment, prognosis and the time
of treatment are provided and personal characteristics of the patient are described making the patient identifiable.

5. Protect your own privacy by using privacy settings to prevent outsiders from seeing your personal information, as you may be held liable for postings from other individuals as well.

6. If you state a connection to the Joint MSPAS/MPH Program or Touro University California, you must identify yourself, your role in the program, and use a disclaimer stating that your views are that of your own and do not reflect the views of the TUC Joint MSPAS/MPH Program.

7. All laws governing copyright and fair use of copyrighted material must be followed.

8. Consult your faculty advisor or the Program Director if you have any questions regarding the appropriateness of social networking use.

Failure to follow the above stated guidelines may be considered a breach of appropriate professional behavior and be subject to discipline, up to and including dismissal from the Program.

Students may not communicate with a member of the media or an outside source attempting to gather information regarding the Joint MSPAS/MPH Program or TUC through social networks. Refer all questions regarding program information, policies and procedures to the Program Director. Questions regarding TUC should be referred to the TUC Director of External Relations, Andrea Garcia (andrea.garcia@tu.edu).

COMMUNICATION WITH THE PROGRAM AND THE UNIVERSITY
You have been assigned a University (tu.edu) email address. This is the only email address that will be answered by TUC personnel. Forwarding your TUC email to another email account is discouraged. These accounts can lack the security, capability and sometimes, sufficient space necessary for downloading important attachments.

The following are additional information for email communication:
• Students are expected to check their Touro email accounts a minimum of every 24 hours.
• Students are expected to respond to program emails within 24 hours or the next business day.
• 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, as well as a phone number.
  
  Joe Smith, PA-S
  Joint MSPAS/MPH Class of 2016
  707-123-4567
• 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 participants 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 uses the following grading system.

**Definition of Grades**

- **Numerical percentage score obtained for a course.** Seventy percent (70%) and above is considered passing.
- **Pass (P)**
  Satisfactory completion of a clinical rotation or P/F course will be noted as a P on the transcript. Pass (P) grades are not calculated into a student’s GPA.
- **Pass with Honors (P*)**
  Honors in a clinical rotation or P/F course will be entered as a P* on the transcript. Pass with Honors (P*) grades are not calculated into a student’s GPA.
- **Unsatisfactory/ Failure (U)**
  Any grade for a course or rotation that is less than 70% is considered unsatisfactory. Unsatisfactory (U) grades are calculated into a student’s GPA.
- **Unsatisfactory/Remediation Passed (U/P)**
  If an unsatisfactory performance has been successfully remediated a U/P will replace the U on the transcript. The “U” denotes the initial grade of Unsatisfactory and the P represents a passing final grade for the course in which a student has been re-examined. It is the equivalent to a grade of 70%.
- **Incomplete (INC)**
  An incomplete grade indicates that a student has not been able to finish all required work for issuance of a grade. An incomplete grade is not counted in the grade point calculations until a final 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 (INC) 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. Students who receive an (I) grade are not eligible for financial aid in subsequent semesters for completing the same course. Note: Students must take at least 6 credits to eligible for financial aid. Please contact the Financial Aid office with any questions.

- **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. Please check with the Registrar and/or the Financial Office with any questions.

**ACADEMIC INTEGRITY**
Academic honesty and integrity is expected of all students throughout their course of study at TUC. 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 Appendix F).

**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 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 database of test questions from memory all fall into this category.
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. 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 that 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 that 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 that 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 Appendix F - 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:
   o Physical Examination skills
   o Procedure Competency Evaluations
7. Objective Structured Clinical Evaluations (OSCEs)
8. Clinical Site Visits
9. Clinical Year Assignments
10. Typhon patient tracking
11. Academic faculty observations
12. Clinical preceptor, or designee, observations/evaluations
13. Summative Comprehensive Written Examination

EXAMINATION PROTOCOL
The following are the procedures regarding the administration of an examination. Both the student and proctor are responsible for adhering to the examination protocol. 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. Upon entry into the examination site, the student must place all books, notes, study aids, laptops, tablets, phones, coats and personal possessions at a site away from the seats. Cellular phones are not allowed at a student’s seat and must be turned off before being stowed.

3. Seating: 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.

4. No talking is allowed once an examination starts.
5. 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 and may result in a zero “0” for the exam.

6. Late Arrival: A student who arrives late to an examination will not be given additional time to complete the exam. If a student arrives ≥ 15 minutes 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.

7. Prior approved Time Away: In the rare instance an excused absence is 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.

8. Absence: A student unable to attend a scheduled examination for any reason must immediately notify the course coordinator (in person, phone or email) as soon as possible prior to the start of the exam. Failure to appear for an examination and/or failure to communicate with the course coordinator prior to the exam start time is considered unprofessional behavior and may result in an unexcused absence and may result in disciplinary action. The course coordinator will determine whether the absence is excused or unexcused.
   a. **Excused absences:** If an absence is deemed excused, a make-up exam will be scheduled for the student. 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.
   b. **Unexcused absences:** If an absence is deemed unexcused, a grade of zero (0) will be given for the test. No make-up exam will be offered. Formal documentation will be placed in the student’s file.

**Examination Integrity**
Exam integrity is vital to the assessment of the academic knowledge of students. Examinations not only reflect what the student has learned, but also the quality and content of the information presented. It is therefore essential that academic and professional standards be maintained at all times to ensure fairness and validity of exams. Students are expected to uphold the Code of Responsibility of Students of TUC (Appendix F).

The Program is in alignment with the NCCPA Physician Assistant National Certifying Examination ("PANCE") policy regarding examination integrity. All examinations, including examination grading sheets such as for practical/OSCE exams, will remain confidential and in possession of the Program. No student may retain a copy of an examination or part of an examination. Violation of exam integrity via any method noted below, in the NCCPA Policy, or by any other form of cheating, such as but not limited to, obtaining a copy of the exam, a previous year’s exam or questions and/or getting help from another student during the exam, is grounds for disciplinary action up to and including dismissal from the Program.

NCCPA Policy: The content of the NCCPA Physician Assistant National Certifying Examination ("PANCE"), and each of its items, is proprietary and strictly confidential, and the unauthorized retention, possession, copying, distribution, disclosure, discussion, or receipt of any examination question, in whole or in part, by written, electronic, oral or other form of communication, including but not limited to e-mailing, copying or printing of electronic files, and reconstruction through memorization and/or dictation, before, during, or after an examination, is strictly prohibited. In addition to constituting irregular behavior subject to disciplinary action such as revocation of certification, revocation of eligibility for future certification, and disciplinary fines, such activities violate the NCCPA proprietary rights, including copyrights, and may subject violators to legal action resulting in monetary damages.

http://www.nccpa.net/PoliciesProceduresPance.

NCCPA Principles of Conduct:
Certified or certifying physician assistants shall protect the integrity of the certification and recertification process.
1. They shall not engage in cheating or other dishonest behavior that violates exam security (including unauthorized reproducing, distributing, displaying, discussing, sharing or otherwise misusing test questions or any part of test questions) before, during or after an NCCPA examination.

As noted in the NCCPA Principles of Conduct above, discussion of PANCE/PANRE exam questions is considered a breach of the Principles. The Program also adheres to this principle. Although it is common for students to want to discuss exam questions they felt were hard or that they might have missed, do not do so. This is in violation of the NCCPA Principles. After an exam, students are not to discuss the content of the exam. To do so may be grounds for disciplinary action up to and including dismissal from the Program.
Time Provided for Written Exams
The amount of time allotted for written exams decreases over the academic year for multiple choice questions. During the 1st semester, since students are new to the process, there is more time (1.5 minutes/multiple choice question). This decreases to 1.25 minutes in Semester 2 and 1 minute/question from Semester 3 on. This is to acclimate students to the timing used by the NCCPA on the PANCE. OSCEs and other practicums are not included in here. Timing for each type of question is as follows:

1. Multiple choice questions:
   a. 1.5 min/question for Semester 1
   b. 1.25 min/question for Semester 2
   c. 1 minute/question for Semester 3+

2. Fill in the blank
   a. In general, 1.5 min/question
   b. If the answer requires a sentence or more - 2 minutes/question

3. Essay questions – timing is at the discretion of the course coordinator as based on answer expectations.

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 C: Exam Review and Procedure.

ACADEMIC ADVISING
MSPAS Advising
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.

Students are required to meet with their assigned academic advisor at least once per academic semester to review academic progress, professionalism and any issues that may have come up during the semester. Time for these meetings will be blocked out on the academic calendar but it is the student’s responsibility to schedule the meeting. 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.

Each semester, professionalism will be evaluated as part of an advisor/advisee meeting. Students are required to complete a Preclinical Student Professionalism: Self Evaluation Form (available on BlackBoard) and turn it in at the beginning of the meeting for comparison with the Faculty Evaluation: Preclinical Student Professionalism Form. It is expected that students will be able to appropriately assess their abilities and that the form will have been completed in a thoughtful manner. Students who arrive at the
meeting unprepared will be asked to reschedule and it will be noted in their academic file.

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 and/or other difficulties have access to Student Services, which includes tutoring and counseling. Although it is the responsibility of a student to request help, but the faculty advisor may encourage and/or help facilitate 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 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 the College of Education and Health Sciences.

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 Appendix F of this handbook. See Appendix G: Resolution Process for Disputes and Grievances and Misconduct for additional information.

**LEAVE OF ABSENCE AND WITHDRAWAL**
Students can request a Leave of Absence (LOA) or withdrawal from the program for
medical or personal reasons. Students must make this request in writing to the Program Director and follow all procedures as outlined in Section I regarding University policies and procedures. 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 previously covered material, the student will be required to complete and pass competency written examinations, practical examinations, and/or H&P or SOAP note assignments as a prerequisite for re-entry into the Program. The student must score at least a 75% for material from didactic courses in Semesters 1 – V and 80% in the clinical year to successfully pass the competency exams. If the competency exam includes a basic science written and/or laboratory practicum, the student must achieve a 75% on both the written and practicum portions. If a student fails a competency exam, he or she may be placed in the Category for Dismissal. 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).

**MODIFIED CURRICULUM**

Touro University California recognizes that some students may need to modify the standard prescribed curriculum. Students who are placed in a modified curriculum will not be considered for class rankings such as valedictorian. A modified curriculum may be recommended by the Program. A student may also petition the Dean of Student Services in writing for a modified curriculum. This petition is not granted automatically and is approved only in extenuating circumstances. The Dean of Student Services is responsible for evaluating the petition and submitting a recommendation concerning a student’s request for a modified curriculum to the Student Promotion Committee. The Committee then reviews the case and issues a recommendation to the Program Director. The Program Director or designee is responsible for notifying the student that his/her request has been approved.

**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 his/her 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 that 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. An example of this would be if a student was working at a clinic on the weekends and a student there during the week.

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/TOXICOLOGY SCREENS**
A background check and toxicology (including alcohol) screen will be completed on all students prior to placement on clinical rotations. Some sites required an additional background check and/or toxicology (including alcohol) screen immediately prior to the start of the rotation, therefore students may be required to complete multiple screens throughout enrollment.

**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://studentservices.tu.edu/registrar/index.html.

**STUDENT ACTIVITIES RELATED TO THE PA PROFESSION**
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. Refer to Student Time Away Requests Section for Program protocol. Students may request to be excused up to one week to attend a professional activity, e.g. the AAPA Annual Conference; however, the duration of approved time is determined on an individual basis.

Students attending off-campus events are responsible for making up any missed classes/laboratories or other course assignments. Refer to the examination policy for information regarding missed examinations. 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 to the Clinical Year handbook for academic progress policies associated with the clinical year).

Students must complete and pass all didactic courses in Semesters 1 - 5 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 that 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 principles, physician assistant students must conduct themselves in a demeanor that is nothing less than professional and consistent with appropriate patient care and adhere to the Professional Code of Conduct. 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 constructive feedback 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, sexual orientation, gender identity, or disability 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.

2. **Flexibility:** PA training involves instruction from practicing clinicians with unpredictable schedules. At times, lectures sessions or clinical rotations 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.
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 are mandated to 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 a “physician assistant student” 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 (www.aapa.org) 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 note 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 delay the student’s completion of the program.

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, wrinkled 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 and clean. 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 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. **Attendance:** Students must report to all classes, labs, seminars, call-back days and clinical sites at the scheduled time and remain for the entire session. Refer to the Attendance section for further information. Students must also return messages from the PA Program, faculty, clinical preceptors, patients, and clinical sites within 24 hours or the next business day. Repetitive tardiness, absences and/or leaving early in any portion of the Program may result in disciplinary action.

    a. **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 will be late, he/she must contact the preceptor and clinical 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.

13. **Timeliness:** Students must submit all required assignments and forms by their designated due date. Timeliness is an important aspect of professional behavior. Repetitive paperwork/assignment tardiness in any portion of the Program may result in disciplinary action.

**Consequences for Non-Adherence**

Failure to adhere to the professional standards and Professional Code of Conduct 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. The student will receive a Program Warning.

III. Egregious behavior or a Third incident of unprofessional behavior
a. The student will be automatically referred to the SPC Committee.
   i. The Committee will meet to determine a course of action for the behavior that can include but is not limited to corrective or disciplinary action, probation or dismissal.

Additional Guidelines for conduct specific to the clinical training experiences are outlined in the Clinical Rotation Handbook which will be distributed to students prior to the clinical phase of training.

**MSPAS Student Promotion Committee (SPC)**
The MSPAS SPC is charged with monitoring all Joint MSPAS/MPH students both academically and professionally, promoting students who have successfully completed a semester, as well as reviewing the cases of students who meet the criteria for probation or dismissal. It is made up of faculty members from the Joint MSPAS/MPH Program and from other TUC Colleges that provide instruction to the PA students. Student performance of the PH curriculum is monitored by the MPH Academic Progress Committee (APC). The APC includes a representative from the PA program. If necessary, the APC and SPC will jointly review a student’s record. 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 actions such as, but not limited to, probation, remediation, suspension, or dismissal. Recommendations are on an individual basis after considering all pertinent circumstances. 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 his/her 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 that must be repeated. Additionally, the student will be required to pass competency examinations for all materials covered in the semesters prior to the semester in which they return. Refer to [Competency Testing After a Leave Section](#).

See [APPENDIX J: MSPAS SPC ALGORITHMS FOR EXAM FAILURES](#) for more information regarding exam failures and the SPC.

**Joint MSPAS/MPH Program Warning**
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 reexamination of 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/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. It is documented on the official transcript as Academic Probation.

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/or the MPH Academic Progress Committee (APC). Failure to demonstrate improvement in areas of deficiency may place a student in the category for dismissal.

**Note:** Most state licensure boards request information on academic and professionalism probation on the official program completion verification paperwork. The Program must document when a student has been on Academic and/or Professionalism Probation, and in most cases, the reasons for probation. Additionally, this information is often requested by credentialing agencies, and therefore, it may impact your ability to obtain employment clearance.

Students must meet the minimum standards and requirements set by the Joint MSPAS/MPH Program and Touro University California in order to remain in good academic standing.

**MSPAS Program Criteria for Placement on Academic/Professionalism Probation**

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

1. Failure of a course
2. Failure of 2 end-of-rotation examinations on the first attempt
3. Failure of re-examination under a remediation plan
4. Semester GPA < 2.3 for MSPAS coursework
5. Professional misconduct, behavior and/or attitude inconsistent with the PA profession or in violation of the Professional Code of Conduct Policies found in this handbook
6. Failure to adhere to the Program policies and procedures found in the Student Handbook and/or the Clinical Rotations Handbook
7. Verbal or written reports and/or evaluations from academic faculty, clinical preceptor or designees indicating that a student is not progressing academically and/or not demonstrating proficiency to a level where it may jeopardize patient safety.
8. 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
9. 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 Academic 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. A student placed on Professionalism Probation will remain so until graduation.

3. A cumulative semester GPA of ≥ 2.5 for PA courses by the end of the following academic semester is required of a student placed on probation for probation criteria 1-4 above.

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 professionalism assignments, 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 TUC Joint MSPAS/MPH student is to gain the knowledge, skills and attitudes to become a competent and professional PA. Therefore a student on Academic Probation may not serve as an officer of any official TUC club or organization (including holding a Class Officer position), 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 by the Class 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 remediation contract 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 that 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% in Semesters II – V (didactic) and 80% in Semesters V (clinical) - XIII 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/P.
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 that includes extended time away from studies. If a student is advised to audit a class, he or she is expected to follow the attendance policy for registered students. Students may be required to sit for all course exams and demonstrate competency of a score of 70% or greater.
6. Demonstrating continued competency in previously learned material by passing re-entry competency requirements for students with a remediation plan that 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, professionalism assignments, additional clinical rotation(s), 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 and may remain on probation until successful completion of the program. Students on Professionalism Probation shall remain on probation for the remainder of enrollment within the program.

Failure to meet the requirements of a remediation contract or competency exam results in:
• failure of the remediation or competency exam
• referral to the MSPAS SPC committee
• placement in the category for dismissal.

MSPAS Dismissal
It should be clearly understood that the 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 1 or more didactic courses and 1 or more clinical rotations
4. Failure of 3 or more end-of-rotation examinations on the first attempt
5. Failure of a repeated or remediated course
6. Failure of 1 or more re-entry competency examinations
7. Failure by a student on probation to comply with or complete a remediation program within the defined time frame
8. Satisfaction of two or more criteria for Academic and/or Professionalism Probation throughout enrollment within the program.
9. Two or more occurrences of professional misconduct, behavior and/or attitude inconsistent with the PA profession or in violation of the Professional Code of Conduct Policies found in this handbook.
10. Failure to maintain a minimum semester cumulative GPA of 2.5 or greater after being on Academic Probation in the prior academic semester.
11. 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.
12. Verbal or written reports and/or evaluations from academic faculty, clinical preceptor or designees indicating that a student who is already on probation is not progressing academically and/or not demonstrating proficiency to a level where it may jeopardize patient safety.
13. Consistently failing to progress academically as demonstrated by repetitive failure to demonstrate competency across multiple evaluation modalities, including but not limited to, written examinations, OSCEs, preceptor evaluations, written assignments, faculty observation of clinical skills/decision making, site visits.
14. Jeopardizing patient safety because of lack of skill or knowledge.
15. 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 Year Handbook.
16. 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.

Decisions regarding dismissal are made on an individual basis after considering all pertinent circumstances and extenuating circumstances relating to the case. The SPC’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 his/her status in the Program. If the Program Director agrees with the SPC recommendation, the dismissal is immediately effective upon receipt of the letter of notification from the Program Director. Students may appeal a Dismissal decision (refer to Appeal Process & Procedure for Program Dismissal). If a student is dismissed, his/her registration will be voided and tuition will be refunded per University policy.

**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.

**TUC 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 Program Director 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.

**TUC 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 TUC 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 TUC premises, and from attending TUC-sponsored/affiliated events and activities. The sanction of Expulsion is noted on the student’s academic transcript. Expulsion is a determination by Touro University California 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
Appeals may only be filed for decisions of dismissal. Following notification (email plus 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 seven (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 received by 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 student to lose his/her 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 received by the Office of the Provost within seven (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 (MSPAS) provided he/she has fulfilled the following:
1. Completion of all prescribed academic requirements with a cumulative weighted grade point average of 2.0 or higher in the MSPAS Program and no incomplete or unsatisfactory grades
2. Successful completion of the MSPAS Summative course
3. Demonstration of no deficiencies in ethical, professional or personal conduct which would make it inappropriate to award the degrees and receipt of a final overall satisfactory rating on the Professional Evaluation
4. Compliance with all legal and financial requirements of Touro University California
5. Completion of the academic requirements within the required 150% of time frame following matriculation
6. Completion and submission of 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 either Community Health or Global Health Track courses in the MPH curriculum with a cumulative weighted grade point average of 3.0 or higher.
   b. 30 credit hours
   c. 200 contact hours of public health field study experience
   d. MPH Capstone or MPH Comprehensive Examination
2. Completion of the university requirements within the specified time limitations.
3. Completion and submission of the Application for Graduation from the Office of the Registrar.

MPH Capstone
The capstone project is a written paper which represents the culminating experience for each student “to cap off” his/her public health knowledge acquired through the Public Health Program at Touro University California. The project provides an opportunity to apply the public health competencies acquired in the five core courses to a public health written project. Students will select a target population of individuals and study a common public health issue or analyze a public health program that addresses a public health concern with a focus on underserved populations. The ultimate goal should be to improve the health of the population targeted and create a body of knowledge that can be built upon. All capstone projects will be conducted under the guidance of a faculty advisor, capstone committee and the course coordinator. An oral presentation of the capstone project will follow the written submission. See the Public Health Student Handbook for additional information.
**MPH Comprehensive Examination**

The goal of the Master of Public Health Comprehensive Examination is to test the student's mastery of and ability to integrate the core public health principles and material learned in MPH program as well as to determine if the student can apply this knowledge to issues he or she may confront as a professional. A student must demonstrate competency in all five core areas – biostatistics, epidemiology, health policy and management, environmental health science, and the social and behavioral sciences-- and in areas relating to the Program's community health and global health concentrations. See the Public Health Student Handbook for additional information.

**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/your_pa_career/becoming_a_pa/resources/item.aspx?id=1518&terms=code%20of%20ethics
APPENDIX B: (Excerpted from) TOURO COLLEGE AND UNIVERSITY SYSTEM ACADEMIC INTEGRITY POLICY JUNE 2012

INTRODUCTION

In November 2010, President Alan Kadish appointed a broadly representative Task Force on Academic Integrity to examine the issue of Academic Integrity throughout the Touro College and University System. The Task Force was charged with the following mission:

1. To examine the current academic culture with regard to cheating and plagiarism, and the practices and policies of the various Schools and Divisions of the Touro College and University System (TUCS) regarding the same.
2. To consider issues concerning student plagiarism at Touro and recommend appropriate ways and best practices to eliminate the phenomenon, to the extent that it exists.
3. To analyze Touro’s approach to test administration and exam security—including repeating test questions, use of proctors, etc.—and recommend additional policies and actions, as appropriate.
4. To recommend a comprehensive structure and framework at Touro to ensure Academic Integrity throughout its schools, campuses, and programs.

In addressing the issues raised by the President, the Touro College and University System, under the leadership of the Task Force, joined the International Center for Academic Integrity (based in Clemson University), conducted surveys of faculty, administration, and students, and examined best practices in all areas concerning academic integrity both within the Touro College and University System and throughout academic institutions nationally and internationally. The Task Force has sought to define Policies and Procedures that are clear, uniform, and appropriate to address issues of Academic Integrity at Touro. The Touro College and University System owes a debt of gratitude to the Presidential Task Force, the members of which are listed in the Appendix.

In developing the TCUS Policy on Academic Integrity, the Task Force drew freely from exemplary policy documents that were already in place within units of the Touro College and University System, including those of the New York Medical College, the Touro College School of Health Sciences, Touro University-California and Touro University-Nevada. A college-wide survey was conducted in conjunction with Dr. Donald McCabe at Rutgers University, President of the Center for Academic Integrity. His participation and advice have been invaluable.
This document contains a Statement on Academic Integrity Policy followed by a comprehensive presentation of Violations of Academic Integrity. Additionally, this document provides Best Practices in the Promotion of Academic Integrity to be adopted by faculty, staff, and students regarding training, test administration, and plagiarism detection. Finally, the document delineates Procedures in Response to Violations of Academic Integrity, and contains Recommendations on Implementation of this Policy.

As Dr. Kadish instructed the Task Force, “The issue of Academic Integrity is one that affects every unit and individual involved in academic life.” It is our hope that the Policies and Procedures Statement will foster Academic Integrity throughout the Touro College and University System.

**STATEMENT ON ACADEMIC INTEGRITY**

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the college community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

The Touro College and University System’s policy on academic integrity, which is outlined in this document, is designed to guide students as they prepare assignments, take exams, and perform the work necessary to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity.

The International Center for Academic Integrity (ICAI), of which the Touro College and University System is a member, identifies five fundamental values of academic integrity that must be present if the academic life of an institution is to flourish: Honesty, Trust,
Fairness, Respect, and Responsibility. To sustain these values, the TCUS Academic Integrity Policy, modeled after that of Rutgers University, requires that a student or researcher:

- Properly acknowledge and cite all ideas, results, or words originally produced by others;
- Properly acknowledge all contributors to any piece of work;
- Obtain all data or results using ethical means;
- Report researched data without concealing any results inconsistent with student’s conclusions;
- Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student’s academic dishonesty, nor obstruct another student’s academic progress;
- Uphold ethical principles and the code of the profession for which the student is preparing.

Adherence to these principles is necessary to ensure that:

- Proper credit is given for ideas, words, results, and other scholarly accomplishment;
- No student has an inappropriate advantage over others;
- The academic and ethical development of students is fostered;
- The Touro College and University System is able to maintain its reputation for integrity in teaching, research, and scholarship.

Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each and every degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld.

The Touro College and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity, and for establishing fair procedures to deal with allegations of violations of academic integrity.

**VIOLATIONS OF ACADEMIC INTEGRITY**

The following are considered to be violations of academic integrity and are prohibited by the Touro College and University System. Students, faculty, and other members of the Touro College and University System community who are in violation of one of the offenses listed below or similar such offenses or who assist in the commission of such offenses may be subject to sanctions as described below in the section “Procedures in Response to Violations of Academic Integrity.”
**Plagiarism**

Plagiarism is defined as the unauthorized use of the writings, ideas and/or computer-generated material of others without appropriate acknowledgement and the representation of them as one’s own original work. Plagiarism encompasses acts of inadvertent failure to acknowledge sources, as well as improper attribution due to poor citation.

When using ideas/words from other sources, the student must clearly define the sources using standard methods of citation. Plagiarism can occur even when one does not use the exact words of another author. Paraphrasing written material by changing or rearranging words without the proper attribution is still considered plagiarism (even if it eludes identification by plagiarism detection software). It is therefore critically important that students understand how to cite. If students have any questions about the proper use and citation of material from other sources, they should seek help from their professors.

**Intentional Plagiarism**

Plagiarism takes many forms. **Flagrant forms**, or intentional plagiarism, as stated in the Thesis Guidelines of the New York Medical College, include, but are not limited to: purchasing or copying a paper from the Internet or from a fellow student or anyone else, whether or not that paper has been published; copying or cutting and pasting portions of others’ work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution; copying clinical notes/materials without personally performing the patient examination. Plagiarized sources may include not only print material but also computer programs, CD-ROM video/audio sources, emails and material from social media sites and blogs, as well as assignments completed by other students at Touro College and University System and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one’s own words the theories, opinions or ideas of another without proper citation.

Students may not reuse their own previous work without appropriate citation. This is a form of plagiarism called self-plagiarism, and may mislead the reader or grader into the erroneous belief that the current submission is new work to satisfy an assignment.

Students are cautioned against assuming that a fact or idea is common knowledge and are encouraged to provide citation, to deflect a charge of plagiarism.

**Unintentional Plagiarism**

Plagiarism is not only the failure to cite but the **failure to cite sources properly**. If a source is cited but in an inadequate way, the student(s) may still be guilty of unintentional plagiarism. It is therefore crucial that students understand the correct way to cite. The rules are relatively simple:

- For exact words, use quotation marks or a block indentation, with the citation.
In its policies and disciplinary procedures, the Touro College and University System will seek to recognize and differentiate its penalties between \textit{intentional plagiarism} (as defined above) and \textit{failure to cite sources properly}. However, both forms are violations.

\section*{Cheating on Examinations and Other Class/Fieldwork Assignments}

The Student Code of Academic Integrity at the New York Medical College \footnote{4} defines cheating as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructors is also cheating.

Examples of cheating include, but are not limited to:

\begin{itemize}
\item Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
\item Using materials or devices not specifically authorized during any form of a test or examination;
\item Exceeding the restrictions put in place for “take home” examinations, such as unauthorized use of library sources, intranet or Internet sources, or unauthorized collaboration on answers;
\item Sitting in for someone else or permitting someone to sit in for you on any form of test or examination;
\item Working on any form of test or examination beyond the allotted time; hiding, stealing or destroying materials needed by other students;
\item Altering and resubmitting for re-grading any assignment, test or examination;
\item Copying from another individual’s examination or providing information to another student during an examination;
\item Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.
\end{itemize}

Examples of unauthorized assistance include \footnote{3}:

\begin{itemize}
\item Giving or receiving person-to-person assistance or information in any manner, including notes, text messages, or e-mails, during an examination or in the preparation of other assignments without the authorization of the instructor;
\item Using crib sheets or unauthorized notes (unless the instructor provides explicit permission);
\item Copying from another individual’s exam.
\end{itemize}

Failure to comply with any and all Touro College and University System test procedures will be considered a violation of the Academic Integrity Policy.
Research Misconduct and Other Unethical Conduct

The integrity of the scientific enterprise requires adherence to the highest ethical standards in the conduct of research and research training. Therefore, students and other trainees conducting research are bound by the same ethical guidelines that apply to faculty investigators. These standards are described briefly in the New York Medical College Guidelines for Ethical Practices in Research and Policies for Dealing with Instances of Alleged Violations of Ethical Standards and more fully in the US Public Health Service Policies on Research Misconduct.

Research misconduct is defined in the USPHS Policy as “fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.” When appropriate, adjudication will be conducted according to Touro College and University System’s Guidelines for Ethical Practices in Research cited above.

In the Student Code of Academic Integrity, the New York Medical College uses the following as examples of research misconduct:

**Fabrication**

Fabrication means making up information, data, or research results, or pretending to have performed experiments that were not, in fact, conducted.

**Falsification**

Falsification means inappropriately altering or manipulating data, images, or information on clinical or laboratory records, practicum experiences, research results, equipment, and/or processes so that one possible conclusion or interpretation is favored over others.

**Plagiarism (As Research Misconduct)**

Plagiarism, on its own a violation of academic integrity, may additionally constitute research misconduct if it is committed in the context of a research effort.

**Misleading or Fraudulent Behavior**

Misleading or fraudulent behavior, put simply, is lying, and includes acts contributing to or associated with lying. It takes on any form of fabrication, falsification or misrepresentation.

Examples include, but are not limited to:

- Reporting false information to gain an advantage;
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions;
- Providing false information to explain lateness or to be excused from an assignment, class or clerkship function;
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
- Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another;
- Omitting relevant information about oneself.

**Tampering**
Unauthorized removal or alteration of College documents (e.g., library books, reference materials, official institutional forms, correspondence), software, equipment, or other academic-related materials, including other students’ work, for the purpose of gaining an unfair academic advantage. It should be noted that tampering as a form of cheating may also be classified as criminal activity and may be subject to criminal prosecution.

Examples include, but are not limited to:
- Tearing out the pages of an article from a library journal to prevent other students from having access to the required reading material;
- Intentionally sabotaging another student’s work;
- Altering a student’s academic transcript, letter of recommendation, or some other official college document;
- Electronically changing another student’s or colleague’s files, data, assignments, or reports.

**Copyright Violations**
Academic integrity prohibits the making of unauthorized copies of copyrighted material, including software and any other non-print media. Individuals, under the legal doctrine of “fair use”, can make a copy of an article or copy small sections of a book for personal use, or may use an image to help teach a concept. As a general rule, if you think you might be violating the copyright law, you probably are. Examples of copyright violations include:
- Making or distributing copies of a copyrighted article for a group (on paper or electronically)
- Disseminating an image or video of an artist’s work without permission (such as a Netter® or Adam® anatomical drawing)
- Copying large sections of a book

The “fair use doctrine” regarding use of copyrighted materials can be found at the following link: [http://www.copyright.gov/fls/fl102.html](http://www.copyright.gov/fls/fl102.html)
APPENDIX C: EXAM REVIEW POLICY AND PROCEDURE

Exam review sessions are scheduled to allow students the opportunity to review graded exams on the MSPAS curriculum. The exam review is an individual activity with two purposes. It allows a student to 1) review where they might have had misunderstanding of the material and 2) analyze strengths and weaknesses as a test-taker through completion of the Test Performance Analysis Form.

Exam review sessions are generally scheduled within 10 days after all students have completed the test and grades have been posted. An email will be sent out notifying students that a review has been scheduled. The dates/times/location will be emailed to the students with a Google doc link as well as posted to the class web schedule. There are ten available spots for each exam review time block. Students are responsible for signing up and indicating which exam they would like to review via the Google doc. Sign up is on a first come first serve basis. If you decide that you will not attend the review session, please remove your name so the Program knows you will not be attending. This also opens the slot for another student. Since the Program staff need to prepare paperwork for the review, there are no walk-ins to the exam review blocks.

Review sessions are proctored. At the review session, students are provided with a printout of the answers they chose as well as their exam question booklet. Scantrons are not available for review unless requested ahead of time, and then a photocopy of the scantron will be provided. Students are not permitted to have any writing or recording devices, paper, books, cell phones etc during the exam review. Books (electronic and hard copy) and writing implements are permitted during the review, however, all materials passed out must be returned at the end and nothing can be recorded or photocopied. An exam review form is attached to the exam booklet. Answering the questions on the form is optional, however the student must put down his/her name and which exam it is that he/she is reviewing. Following the review, if a student 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. The challenge form is collected at the end of the session and turned into the course coordinator for review. The student will receive an answer within 2 business days.

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 may 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 permitted to review a specific graded exam ONE TIME only.

Final Block exams must be reviewed within 24 hours of grades being posted. Students must directly contact the Program Administrative Assistant to schedule a time. Students will **not** be allowed to review any block exams again prior to cumulative and/or remediation exams. End of rotation examinations (EORs), during the clinical year, may not be reviewed at any time. If, due to extenuating circumstances, a student is unable to make any of the exam review sessions offered, the student may contact the course coordinator directly to request review of the exam. However this request must come within 10 days of the grades being posted (24 hours for final block exam).
APPENDIX D: 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 record 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 E: 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.

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 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.

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.
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.

PROCEDURES AND INFORMATION REGARDING REQUESTS FOR 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 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 Learning Specialist who is located in WH 205. 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 Student Services 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 Learning Specialist. The form is available in the Office of Student Services and as well online. (http://studentservices.tu.edu/_resources/docs/academic_support/TUC_AccommodationApplication.pdf)

2. Documentation is required from a physician, clinical psychologist or other certified individual and a report must be on file in the Office of Student Services 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 Services. Documentation 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 i) clearly diagnose the disability, ii) report the severity of the disability, iii) offer implications of the disability for the students’ program of study, and iv) include a summary of what accommodations are needed to assist in overcoming the disability.
   c. Test results must be within the last three 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
Appropriate records needed to document a learning disability may include, but are not limited to, the following:

- the WAIS-R individualized measure of intelligence or comparable test, given in the last 3 years,
- the Woodcock-Johnson Psychoeducational Batter-Revised or other comprehensive, psychoeducation 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 Student Services and the Learning Specialist 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 Services 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 Student Services will request the accommodation, in writing, to the Program Director. It is the responsibility of the Program Director to inform all appropriate instructors of the request for accommodation. Students are reminded that they must reapply each academic year to be considered for accommodations.

Once a letter requesting accommodations has been sent from the Dean of Student Services to the Program Director, it is the student’s responsibility to arrange the approved accommodations with course instructors. Students must do this prior to having the accommodation made available.

It is the student’s responsibility to approach the specific instructor of the class in which he/she requests 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 Student Services to the Program Directors will state, "If requested, the following accommodations are recommended…"

Students are encouraged to immediately bring problems to the attention of Dean of Student Services and the Learning Specialist. It is the responsibility of the Dean of Student Services 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 who need to provide current documentation
should meet with the Learning Specialist. 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 Services. 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.

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 instructor(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.

ACCOMODATION 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.

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.
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APPENDIX F: 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 G).
- 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.
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APPENDIX G: 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 California 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, 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.
  - 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:
  - 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.
  - 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.
  - To present fully all aspects of the issue before the hearing committee.
  - To be accompanied by an advocate. Legal counsel will not be allowed.

- Committee hearings will proceed under the following guidelines:
  - All committee hearings and meetings are to be closed.
  - 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.
  - All issues in dispute shall be orally presented by the committee chair.
  - The complainant will first present all information supporting the charges made against the student.
  - 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.
  - At the completion of all discussion, the complainant and the student may each make a summary statement.
  - 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.
  - Silence by the charged student shall not be interpreted as an admission of guilt.

- The committee shall reach a decision using the following guidelines:
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 E).

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 his/her 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:

- The student may request an appeal to the Provost within five (5) business days of notification of the Dean’s decision.
- 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

- Confirming the appropriate College Dean’s decision,
- Modifying the decision, or
- Ordering a new hearing.

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

- Bias of one or more of the members of the Hearing Committee.
- New material; documented information not available to the committee at the time of its initial decision.
- Procedural error.

The decision of the Provost is final.

Records of the above proceedings shall be kept in accordance with the following guidelines:
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).
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APPENDIX H: GROUP LIST COMMUNICATION

Policy 6.2
Volume 6, Technology
Chapter 2, Group List Communication
Responsible Executive, Director of the MIS Department
Originally Issued, March 31, 2008
Approved by the Executive Council, September 2, 2008, May 1, 2012
Revised, April 25, 2012

POLICY STATEMENT:
Group lists are established on the Touro University California campus for the purpose of efficient communication between groups of faculty, staff, administration and students. Lists are established and defined by its members; members of a specific list are all associated with a specific class of students within the College of Education, the College of Health Sciences, the College of Pharmacy or the College of Osteopathic Medicine. Other special interest groups may be established on request. The policies outlined in this document apply to all group lists.

REASON FOR POLICY:
Touro University - California group lists are established for official mission-related communication. The messages forwarded through the group lists should be representative of the highest standard of professionalism and collegiality. In keeping with these goals, policy outlining membership and the nature of messages permitted on the University group lists is articulated.

WHO SHOULD READ THIS POLICY:
- Vice-Presidents, Deans, Fiscal Officers, Directors, and Department Heads
- Faculty
- Staff
- Students

MEMBERSHIP:
Faculty, Staff & Administration – membership to all campus group lists is open to all faculty, staff and administration via University-issued email addresses.

Students – student membership to campus group lists is limited to the group lists serving the program or course of study in which a student is currently enrolled. Student membership in a group list will be established via their University-issued email addresses.

Student Leaders – student leaders who are elected representatives of their class or organization may be subscribed to all student-oriented campus group lists. Student
Joint MSPAS/MPH Program
Class 2016 Student Handbook

leader group list membership will be established via their generic University-issued email addresses reflective of the elected office.

**MEMBER RESPONSIBILITY:**
The group lists are an important tool used for dissemination of information from the University to faculty, staff and students. As such, it is the responsibility of each group list member to review all messages routinely. Faculty and staff are required to read messages posted to the tuca@tu.edu list and students are required to read messages posted to their individual class lists.

**MESSAGE MODERATION:**
Messages sent to the group lists are distributed to the individual members of the list without review, censure or moderation. It is the responsibility of the sender to exercise good judgment and professionalism sending messages to the group lists.

Messages appropriate for group list distribution include:
- Messages whose content is directly related to the Vision and Mission Statements of Touro University California.
- Messages whose intended audience is all or most of the group’s membership.

Messages not appropriate for group list distribution include:
- Messages whose content is unrelated to the Vision and Mission Statements of Touro University California.
- Messages whose intended audience is limited to one or a few of the group’s membership and should be addressed individually.
- Messages which would more appropriately be posted to a department’s webpage, the News page on the website, or to the University’s scheduling system.
- Messages whose content represents marketing of goods or services for personal gain.
- Messages intended to solicit for any cause other than those by TUC or SGA
- Messages whose content includes negative comment review or criticism, constructive or otherwise, of any individual student, staff or faculty member.

Members are collectively responsible for ensuring that professional standards are maintained and the group lists are used according to their intended purpose. Messages judged to be inappropriate to any of the group lists should be referred as follows:
- Messages posted by staff and faculty members should be forwarded to Deans, Directors and Department Chairs for review and, when necessary, corrective action within their respective areas of responsibility.
- Messages posted by students should be forwarded to the Department of Student Services for review and, when necessary, corrective action.
APPENDIX I: TOURO UNIVERSITY
CALIFORNIA SMOKE-FREE CAMPUS POLICY

POLICY 8.002
Volume 8, Environmental Services
Chapter 002, Smoke-Free Campus Policy
Responsible Executive: Dr. Assefaw Tekeste Ghebrekidan
Executive Council Approval Date: 09/22/2009
Originally Issued: 09/22/2009
Revised: 11/3/2009

POLICY STATEMENT: Touro University California formally approves a smoke-free
campus policy. Effective June 1st 2010 the smoking of tobacco products will not be
allowed on Touro University, CA which includes but is not limited to University
buildings, University owned vehicles and outdoor facilities. The smoking of tobacco
products will be allowed prior to the effective date of June 1st 2010 provided the smoker
is outdoors and at least 25 feet from an occupied building’s entrance, window, air vent
or a school sponsored outdoor gathering. Smoking cessation methods will be made
available to individuals who wish to quit.

REASON FOR POLICY: The Surgeon General of the United States has determined that
tobacco smoking is the nation’s leading preventable cause of premature death and
disability. Tobacco smoke is hazardous to the health of smokers and non-smokers alike.
To promote a safe and healthful work environment, and in accordance with California
Government Code §§ 19994.30 through 19994.35, Touro University, CA has adopted this
policy to encourage smokers to reduce or eliminate their consumption of tobacco, and
to protect non-smokers from exposure to tobacco smoke.

WHO SHOULD READ THIS POLICY?
- Deans, HRD, Fiscal administration, Directors, and Department Heads
- Unit Administrators
- Faculty
- Staff
- Students
- Contracted Workers

WHERE SMOKING IS PROHIBITED: Currently smoking is prohibited in all occupied
buildings and Touro vehicles. Smoking is also not allowed during school-sponsored
outdoor gatherings. Smoking of tobacco products at any Touro University California
location will be completely prohibited starting June 1st 2010.
WHERE SMOKING IS PERMITTED: Until June 1st 2010, smoking tobacco products will be permitted provided the smoker is outside and at least 25 feet from an occupied building, including its entrances, windows and air vents. Any smoker will also have to be at least 25 feet away from any outdoor school-sponsored event.

ENFORCEMENT: This policy relies upon the consideration and cooperation of smokers and non-smokers. It is the responsibility of all members of the University community to observe and follow this policy and its guidelines.

Touro University community members are encouraged to politely remind others of Touro’s smoking policy. If an observer does not feel comfortable confronting an offender, the observer should inform their department supervisor or Human Resources. Students can speak with their advisor or student services.

EVALUATION: Touro University California is committed to the health and needs of its community. As such, Touro University will periodically evaluate the efficacy of its smoking policy and cessation options. Findings will be disseminated to all community members. Questions, comments, and concerns about the policy can be made confidentially to Facilities and Jay Ritchie at jay.ritchie@tu.edu with “SMOKING POLICY” written in the subject line. Questions, comments, and concerns about smoking cessation can be directed to annette aalborg@tu.edu with “SMOKING CESSATION” written in the subject line.
APPENDIX J: MSPAS SPC ALGORITHMS FOR DIDACTIC COURSE EXAM FAILURES

Block Exams

Failure of Block Exam
(Valid for First 50% Block Exams/Course/Semester)

Failure of > 50% Block Exams/Course/Semester

End of semester Course Cumulative Exam:
1. Score of 70% or higher for material covered by failed block exam AND
2. Overall score of ≥ 70% on cumulative exam AND
3. Overall course grade of ≥ 70%

Yes = Pass course
No = Fail course

1st Course Failure = Academic Probation

2nd Course Failure = Referral to the SPC In the Category for Dismissal

Course remediation at the end of didactic courses in Semester 5 before starting rotations

Pass = Removed from Academic Probation
Fail = Referral to the SPC In the Category for Dismissal
End of Semester Course Cumulative Exam

End of semester Course Cumulative Exam: Score of ≥ 70%

Yes = Pass course

No = Retest

Retest Score ≥ 70% Semester 1 or ≥ 75% remainder of semesters

No = Fail course

1st Course Failure = Academic Probation

2nd Course Failure = Referral to the SPC In the Category for Dismissal

Course remediation at the end of didactic courses in Semester 5 before starting rotations

Pass = Removed from Academic Probation

Fail = Referral to the SPC In the Category for Dismissal
OSCE

Failure of OSCE

Retake OSCE: Score of $\geq 80\%$

Yes = Pass course
No = Fail course

1st Course Failure = Academic Probation

2nd Course Failure = Referral to the SPC In the Category for Dismissal

Course remediation at the end of didactic courses in Semester 5 before starting rotations

Pass = Removed from Academic Probation
Fail = Referral to the SPC In the Category for Dismissal
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APPENDIX K: (Excerpted from) Internet Services and User-Generated Content Policy

Touro recognizes that emerging Internet-based services offer both potential organizational opportunity and risk and, as such, requires use of these services in ways that improve the commitment to our community of students, faculty and staff. These Internet services encompass a broad spectrum of online activity. For the purposes of this document, “Internet-based services” is defined as those that allow for user-generated content. These would include, but not be limited to: “wikis,” “blogs” (for which you write entries or comments); “live”-blogging tools such as “Twitter”; social networks such as “Facebook” and “MySpace”; professional networks such as “LinkedIn”; streaming media such as “YouTube”; discussion forums such as “listservs”; instant messaging; and social bookmarking tools such as “Digg.” Internet-based services extend to services that are not owned, operated, or controlled by Touro, as well as those that we do control, such as our websites and our Web portal and any networking sites paid to host a presence on Touro’s behalf.

As an educational institution, we recognize that these Internet-based services can support your academic and professional endeavors but we are also aware that if not used properly they can be damaging. Both in professional and institutional roles, students, faculty and staff should follow the same behavioral standards online as they should offline, and, are responsible for anything they post to a social media site regardless of whether the site is private (such as a portal open to only the Touro community) or public site. The same laws, professional expectations, and guidelines for interacting with students, parents, alumni, donors, media and other college agents apply online as apply offline.

Recognizing the benefits and risks associated with using these services, we have developed a policy to provide guidance to students, faculty and staff of Touro. This policy does not replace other policies or guidelines of Touro; it is in addition to specific policies such as the Information Security Policy, Code of Conduct, or the Acceptable Use Policy. This Policy will be reviewed periodically and will be updated, as necessary. You are responsible for keeping current on any changes to this or any other Touro policy and acting accordingly.

SECTION I: POLICIES FOR ALL INTERNET-BASED SERVICES, INCLUDING SOCIAL MEDIA SITES

1. Protect restricted, confidential and proprietary information: You may not post restricted, confidential, or proprietary information about Touro, students, faculty, staff or alumni to any site. Faculty and staff are required to follow the requirements of the Family Education Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA) and Health Information Technology Economic and
Clinical Health Recovery (HITECH) Act, and to adhere to all Touro policies associated with privacy and confidentiality.

2. Respect copyright and fair use: Touro will always endeavor to respect the copyright and intellectual property rights of others and of the Institution. For guidance on these policies and questions on permissible use or copyrighted material please contact your local Library group at Touro.

IMPORTANT DISCLAIMER
This policy does not form a contract. Touro College reserves the right to amend, modify, supplement or revoke this policy, in whole or in part, at any time with or without notice in its sole discretion. This policy is neither written nor meant to confer any rights or privileges on an individual or entity or impose any obligations on Touro College other than its obligations under the law. As with all Touro College policies, this policy is written for informational purposes only, may contain errors and may not be applicable to every situation or circumstance. Any dispute, claim or controversy arising out of or related to this policy, which is not resolved through Touro College’s internal procedures (hereinafter, “Disputes”), shall be resolved exclusively through final and binding expedited arbitration conducted solely by the American Arbitration Association (“AAA”), or any successor in interest, in accordance with the AAA Rules then in effect. The location of the arbitration shall be Touro College’s main campus.

3. Touro logos may not be used for endorsements: You may not use “Touro College,” “Touro University” or any other Touro logo or iconography on personal social media sites unless permission is granted by the Touro Legal Department and the posting is made in conformity with Touro logo usage policy which is incorporated here by reference. You may not use Touro’s name or any Touro logo to promote a product, cause or political party or candidate.

4. Respect property: Touro computers and use of Touro IT resources are reserved for Touro-related business as approved by supervisors and in accordance with the Acceptable Use Policy, incorporated herein by reference.

5. Monitoring: Know that Touro can track Internet usage, as well as review the content of the usage. This review may be used to determine the efficacy and legality of usage by Touro employees. We are particularly concerned with anything that may compromise network security or restricted or confidential information, such as student records.

6. Terms of service: Adhere to the Terms of Service of any and all social media and Internet services used. Remember that any services hosted and contracted for on Touro’s behalf are required to abide by Touro policies and practices, as well.
7. Consequences for infractions: If you work for or represent Touro, we trust you to be responsible with your work time. Please note that violations of this policy, like any other Touro Policy, are governed by the Touro Code of Conduct Policy. Any disregard of Touro policies that are impacted in any way by this policy shall be considered violations and may be grounds for discipline, including termination of employment.

SECTION II: PRACTICES FOR ALL INTERNET-BASED SERVICES INCLUDING SOCIAL MEDIA

1. Posting, interacting and managing online services on behalf of Touro:
   a. Our most valuable commodities are the Touro name and reputation. Only designated people directly representing Touro are authorized to post and interact online on behalf of Touro, to reduce risk and ensure our message is consistent and that we’re not duplicating effort or information. Touro retains ownership of any online content posted on its behalf, thus it is always important to obtain permission to speak or write on behalf of Touro; when in doubt ask your supervisor, Program Director and/or Communications Director.

   b. Regardless of whether you are managing a presence (e.g., portal page, Facebook, etc.) on Touro’s behalf or have contracted this service out on Touro’s behalf, you are required to adhere to all of Touro’s policies and practices. When managing the site, consider the following:
      i. Have a plan. Departments should consider their messages, audiences, and goals, as well as a strategy for keeping information on social media sites accurate and up to date.
      ii. Departments that have or wish to have a social media presence should contact their local communications director or Web Services to discuss logistics and planning, and provide the proposed written plan (a form to guide you thru this process is included as Appendix A) to the Office of the Chief Information Security Officer (CISO), who will have final review to ensure that all required parties have reviewed the site and approved program content. All department sites should designate a point of contact that is responsible for content and ensuring compliance with Touro policies. Administering a social media site on behalf of any Touro program requires the Dean, or his/her designee of the relevant program to make the commitment to managing the “presence” (for example, on Facebook, this means that if the Dean chooses to create a “page,” the “page” must routinely be reviewed and any issues arising from posting addressed on a regular basis); and, requires the program to submit appropriate documentation that contains the site name of where the posting will appear (e.g., Facebook, LinkedIn, etc.), the name of the Dean and the person charged with managing the site for the program (a form to guide you thru this process is included as Appendix A).
      iii. For any newsworthy photos, permission to post may not be required. Absent newsworthiness, any photos or videos posted require a signed permission form (it.touro.edu/pdf/forms/mediarelease.pdf) to be on file as per Touro policy. Each
Program must maintain all appropriate authorization forms that allow media to be posted, if used on any site that they manage.

iv. Include Disclaimers: Disclaimers with Touro legal-approved language must be prominently displayed on any Web page not maintained by Touro’s Web Services group or contracted out on Touro’s behalf. The disclaimer may be modified from time to time and it’s current version is annexed hereto as Appendix B.

v. Removal of post: Posted material that is not in line with Touro policies, Touro published program content or is in disregard of Touro’s code of conduct or mission should not be posted and is subject to a request for removal and approval of the site can be withdrawn.

c. If you are authorized to go on line on behalf of Touro, at any and all times:
   i. Identify yourself: Disclose your name and your affiliation with Touro and include contact information when possible, unless it is clear you are acting on behalf of Touro as an overall institution or as the “Touro” entity itself. In such cases, provide contact information for your institution (primary office phone number and Web address, at a minimum).

   ii. Never post restricted, confidential or proprietary information: Refer to Touro’s Information Security Policy and ask your supervisor, Program Director and/or Communications Director and the Chief Information Security Officer (CISO) if you are not sure what is restricted, confidential or proprietary.

   iii. Attribute what you post: When providing information that can be sourced, provide appropriate attribution and permissions, letting others know where you obtained your information. Be especially mindful of copyright, trademark and other intellectual property rights.

   iv. To foster the smooth administration of the public relations function and ensure that Touro is in compliance with copyright laws, all members of the Touro community, when circulating or posting media coverage of or about Touro or its community members, must utilize an electronic link to the coverage. By ‘link’ we mean a link to a news article on a media outlet’s website that opens up to the coverage when one clicks on it.

   If such a link is not available and you still desire to post the item, then you must receive express written permission from the media outlet to post or circulate the coverage in another manner.

   (In other words, if you see a story published in the hard copy of a newspaper, and you would like to circulate or post it, check to see if it is available online and copy the link from your browser to circulate it. If a link is not available, you must obtain written permission to distribute the story internally or externally. You may not circulate or post PDFs, or copy a story into another document or Web page and circulate it or post it on a Touro website without written permission from the media outlet.)

Note that compliance applies to media coverage authored by non-Touro community
members. For op-eds, columns, and other editorial copy including advertising and ‘advertorials’ authored or co-authored by Touro community members, other rules may apply. Please call the Office of Communications or the Office of the General Counsel for questions on these issues or other permissions questions.

v. Be helpful and professional: Understand that your supervisor and others may monitor your online activity to be sure it doesn’t interfere with other duties or reflect poorly on Touro or anything we do. You must respect Touro Policies on Information Technology, Information Security and Acceptable Use, in addition to your Staff and Faculty Administration Handbooks.

vi. If a staff member is offered payment to produce a blog for a third party this could constitute a conflict of interest and must be discussed with employee’s immediate supervisor and manager and program director, as well as Human Resources where appropriate.

d. If any staff member is contacted by the media about posts on their blog that relate to Touro they should speak to their immediate supervisor and manager before responding and also prior to responding contact and consult with the Director of Communications.

e. Control of Content

Touro reserves the right to control and remove any content issued on its behalf, whether the employee/agent had authorization to post on Touro’s behalf, or not. Touro will work with you to remove content in a way that respects your privacy whenever possible.

SECTION III: PERSONAL SOCIAL MEDIA

Touro understands and respects that most of us participate in a variety of online activities as individuals. Sometimes these efforts are good for professional development and in that way are assets to Touro. Sometimes, however, individual actions online are purely for the sake of connecting with family or friends, entertainment or distraction. These uses are not beneficial to Touro, but sometimes the lines between these types of interaction blur.

1. Examples of good personal social media that are an asset to Touro:
   a. Suggesting someone contact another Touro employee or program for more information on a relevant topic.
   b. Illustrating connections between Touro and partner organizations (provided the partner organization approves of such publicizing) and directing others to contact information for either/both.
   c. Connecting with others in the education community, using your real identity, on LinkedIn, Twitter, Facebook, our own Web portal or other social networks.

2. Examples of unacceptable personal social media:
   a. Speaking on behalf of Touro when not specifically authorized to do so.
   b. Revealing restricted or confidential information about Touro.
c. Trying to “friend” students, clients, or others on social networks who may not be interested in communicating online (e.g., students may prefer not to communicate with their teachers).

Using your real or a fake identity to engage in any illegal or unethical activity, including but not limited to file sharing, harassing, stalking, defamation, plagiarism, etc.

3. During work hours
   a. Generally, personal use of social media during work hours should be limited so as not to interfere with work tasks and functions. Think of using time at work for social media as you would use time at work for personal phone calls or emails.
   b. Staff members are not allowed to update their personal blog from a Touro computer at work if it interferes with their job responsibilities.

4. Furthering Touro’s mission or work
   Unless you are authorized to speak on behalf of Touro, be careful how you participate online in areas relating to Touro’s mission and services. Ask before you post anything that may be construed as the official view or statement of Touro. See Section II.1 for requirements for posting on behalf of Touro.

5. Ancillary to Touro’s mission or work (individual professional development)
   Employees are encouraged to participate in social networks for professional development. Ask your colleagues for suggestions on who to follow or what blogs to read to keep up on industry topics and people of interest. Remember to:
   a. Use your real identity and say how you are affiliated with Touro, unless you choose not to for personal or client safety reasons. In such cases, create an alternate Touro identity, approved by your supervisor, so others know you are affiliated with Touro.
   b. Indicate that you are writing on your own behalf, not Touro’s. Write in the first person.

6. As a Touro employee/agent
   a. Any time you can be identified as a Touro employee or agent, you should disclose your connection to Touro and indicate you are writing on your own behalf, not Touro’s. If your employer is listed as Touro in your Facebook profile, realize that what you post there may reflect on Touro as an organization. The same applies to your LinkedIn profile or anywhere that your Touro affiliation is indicated.
   b. Remember we live and work in relatively small (online and offline) communities. Even if you are not directly self-identified as a Touro employee/agent, people may know you work or volunteer for Touro. Anything you say or do online under your real name can reflect on Touro. Please be mindful of this fact and act responsibly during all of your online activity.
c. Use your personal email address and other contact information for non-Touro correspondence and participation.

7. Posting anonymously or with a pseudonym
Posting under a fake name or identity is discouraged, unless you believe it to be necessary for privacy or security reasons. Instead, try adjusting your privacy settings on social network sites to limit visibility. If you do create a pseudonym, it is good practice to keep it consistent across networks/platforms, so you can be accountable for that activity. As noted above, creating or using a fake identity for the purpose of illegal or unethical activity is explicitly prohibited at Touro and is in violation of the Touro Information Security Policy.

8. Identifiable as a Touro employee/agent

a. Touro is not interested in monitoring or censoring what you do on your own time. But it’s important to remember that some online actions can affect your employment or service with Touro even if they are done on your own time and equipment.
b. If you mention Touro, disclaimers should be visible on all blogs, something like “these are my personal views and not those of Touro.”
c. Staff members are free to talk about non-confidential Touro programs and content on their blogs, but if there is any doubt, staff members should consult their immediate supervisors and managers for clarification of what may and may not be posted. Supervisors and managers should coordinate through their Office of Communications if there is any question whether the content is an appropriate representation of Touro.
d. Personal blogs and websites should not reveal confidential information about Touro. If in doubt about what might be confidential, staff members should consult their immediate supervisors and managers for clarification.
e. Personal blogs and websites should not be used to attack or abuse colleagues. Staff members should respect the privacy and the feelings of others. Remember also that if you break the law on a blog (for example, by posting something defamatory), you will be personally responsible.
f. If a staff member thinks something on their blog or website gives rise to concerns about a conflict of interest, and in particular concerns impartiality or confidentiality, this must be discussed with their immediate supervisor and manager. An Incident Report Form must be filed.

9. Anonymous or with a pseudonym
If you post anonymously or use a pseudonym that does not connect you to your real identity or affiliation with Touro, remember that you are still responsible for abiding by Touro policies associated with your online activity and you should always be respectful of Touro and its clients, vendors, partners and competitors.
Disclaimer: Owner and Touro make no warranties, either expressed or implied; concerning the accuracy, completeness, reliability, or suitability of the information contained on this website or any other website to which this site is linked (hypertext links on this website allow you to leave this website and enter websites not under the control of Touro or Owner), and expressly disclaim liability for errors and omissions in the contents of this website, links, or linked websites. Your use and/or viewing of this website is acceptance of the terms of this Disclaimer.

Unsolicited Ideas and Concepts and Claims Resulting from Use of this Website
Any information provided to Owner in connection with this website shall be provided on a non-confidential basis. User shall not submit licensed material or material owned by another; Owner shall be free to use the information on an unrestricted basis and such information will become the exclusive property of Owner to be used by it as it deems appropriate without compensation of any kind to any other party.

Indemnification and Venue of Disputes
As a condition of use of this website, you agree to indemnify Owner and Touro from any and all liabilities from your use of this website. By accessing and/or using this website, the Internet user agrees that any dispute, claim or controversy arising out of or related to this website or its contents shall be resolved exclusively through final and binding expedited arbitration conducted by the American Arbitration Association (“AAA”) by one arbitrator who shall be an attorney, in New York, New York, in accordance with the AAA Commercial Arbitration Rules then in effect. Unless otherwise required by law, each party shall bear his/her or its costs of arbitration, including attorney’s fees; provided, however, that the arbitrator may award costs and attorney’s fees to the prevailing party under the provisions of any applicable law. The arbitrator shall not award any special, direct, indirect, punitive, incidental or consequential damages arising out of or in connection with the use of this including, without limitation, any lost profits, business interruption, or loss of programs or information even if Owner or Touro has been specifically advised of the possibility of such damages. The Internet user understands that, by viewing this website, he/she is electing to resolve all Disputes described above exclusively in an arbitration forum rather than in a judicial forum, and he/she is, to the extent permitted by law, waiving any right he/she may have to a jury trial of any such Dispute. The Internet user agrees that if for any reason any Dispute arises out of this website and is, for some reason, resolved in court rather than through arbitration, then, to the extent permitted by law, trial of that Dispute will be to a judge sitting without a jury, and the Internet user specifically waives any rights he may have to trial by jury of any such Dispute.
2016 STUDENT HANDBOOK
SIGNATURE SHEET

I have read, understand and agree to follow the policies and procedures 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 Wednesday, September 18, 2013.