



TOURO UNIVERSITY

C A L I F O R N I A

COLLEGE OF EDUCATION
AND HEALTH SCIENCES

**Master of Science in Physician Assistant
Studies / Master of Public Health Program
Student Handbook**

Class of 2025

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

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SECTION I: JOINT MSPAS/MPH PROGRAM GENERAL INFORMATION, POLICIES & PROCEDURES

INTRODUCTION

The *Student Handbook* contains policies and requirements that govern academic performance and student conduct for the Joint MSPAS/MPH Program (the Program) at Touro University California (TUC). These policies are unique to the Program, 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 Program and 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.

The Program and 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.

In recognition of the gender spectrum, this handbook uses gender-neutral language, where appropriate, including the singular 'they' pronoun instead of 'he/she'.

Please see the [University Catalog](#) for a complete resource on University procedures and policies.

NON-DISCRIMINATION POLICY

Touro University California does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy or childbirth), gender identity or expression, marital status, disability, medical condition, genetic information, age, sexual orientation, ethnicity, veteran status, or any other status characteristic protected by applicable laws in employment, or in admission, treatment or access to educational programs or activities.

To the extent provided by law, the university will reasonably accommodate qualified individuals with disabilities that meet the legal standards for documentation, whenever the individual is otherwise qualified to safely perform all essential functions of the position and meet the academic program technical standards ([Appendix F](#)).

ACCREDITATION

Touro University California

Touro University California (TUC), and its branch campus in Henderson, Nevada (TUN), is fully accredited by the [WASC Senior College and University Commission](#) (WSCUC). The WASC Commission reaffirmed Institutional Accreditation in July 2018 after a three-stage review, which demonstrated core commitments to Institutional Capacity and Educational Effectiveness. The next accreditation review is scheduled for spring 2026.

Joint MSPAS/MPH Program

[The Accreditation Review Commission on Education for Physician Assistants \(ARC-PA\)](#) has granted **Accreditation-Continued** status to the Touro University California Physician Assistant Program sponsored by Touro University California and the Touro College and University System. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA [Standards](#).

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **September 2029**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

Master of Public Health Program

The Touro University California (TUC) Public Health Program is accredited by the Council on Education for Public Health (CEPH). On June 22, 2015, the TUC Public Health Program received notice of accreditation from the Council regarding the decision of its Board of Councilors to reaccredit the MPH Program at TUC for a 7- year term, the maximum period of accreditation for a graduate public health program. Previously, in October 2009, the TUC MPH Program received accreditation from the Council for a 5-year term, the maximum period of accreditation for a new graduate public health program.

DEGREES AWARDED

The Joint Program awards the following degrees:

- Master of Science in Physician Assistant Studies (MSPAS)
- Master of Public Health (MPH)

Upon successful completion of the 33-month 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, <https://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.

All students who choose the Public Health Comprehensive Exam culminating experience option, rather than a Capstone Project, will also sit for the [Certified in Public Health \(CPH\) Exam](#).

JOINT MSPAS/MPH PROGRAM

MISSION STATEMENT

Using a social justice framework and public health lens, the mission of the Joint MSPAS/MPH Program is to:

1. Recruit applicants from under-resourced communities and individuals with a demonstrated interest in serving these communities,
2. Educate PAs who will provide culturally sensitive care and advocate for under-resourced communities, and
3. Increase access to high-quality care for under-resourced communities with an emphasis in primary care.

VALUES

The faculty, staff, and students of the TUC Joint MSPAS/MPH program value:

1. Primary care as the backbone of the U.S. healthcare system with public health as the means to achieve health equity.
2. Educating empathetic PAs who provide patient-centered, culturally sensitive, gender-equitable, evidence-based care to all patients, especially historically under-resourced communities, as members of an interprofessional team.
3. An exemplary education where student success occurs in a collaborative and supportive learning environment.

LEARNING OUTCOMES

At the end of their education at Touro University California, Joint MSPAS/MPH Program students will:

1. Demonstrate the clinical reasoning and problem-solving abilities, medical knowledge and skills required for entry-level PA practice. Use a comprehensive patient-centered approach to professionally engage with patients, their families and the healthcare team.
3. Act with humility, integrity, accountability, and incorporate self-reflection and learning into daily practice.
4. Communicate in a manner that demonstrates cultural humility and respect for all.
5. Recognizing one's own bias and privilege, use shared decision-making to provide inclusive and compassionate care to diverse patient populations.
6. Integrate public health knowledge to effectively understand health and wellness from the perspectives of patients and different community populations.
7. Integrate public health practice by addressing the structural and historical causes of health and health inequities in the clinical setting.

COMPETENCIES

Consistent with the *Core Competencies for New Physician Assistant Graduates* (<https://paeaonline.org/our-work/current-issues/core-competencies>), graduates of the Joint MSPAS/MPH Program will be expected to demonstrate knowledge, proficiency and competency in the following areas and tasks as newly graduated physician assistants:

1. Patient-centered practice knowledge
2. Society and population health
3. Health literacy and communication
4. Interprofessional collaborative practice and leadership
5. Professional and legal aspects of health care
6. Health care finance and systems

In addition to these six building block domains, the task force determined that two other competency domains are also essential in and across each of the other six domains: (1) cultural humility and (2) self-assessment and ongoing professional development.

1. Patient-Centered Practice Knowledge

Intended to help graduates understand that the patient is at the center of care, this domain emphasizes the essentials of medical knowledge in the context of the knowledge needed to care for *individual* patients.

Framing knowledge as needed for the practice of patient-centered care creates an orientation from which all medical knowledge should be considered — that is, based on the needs of the patient. Situating medical knowledge in practice in this way has implications for the new graduate competencies, as well as curriculum and assessments.

A cursory reading of the new graduate competencies may cause some alarm for readers expecting to see a comprehensive list of all of the medical knowledge and clinical skills that have traditionally been listed in competency documents. The fact that no such list will be found in the Core Competencies for New PA Graduates does not mean that medical knowledge is not important for new graduate PAs. There are at least three good reasons for the task force’s approach in this regard:

- a. Given the exponential growth in medical knowledge, it is no longer feasible for new graduates to master all or even a fraction of it. According to Prober and Kahn, “It is neither possible nor desirable for all students to deeply explore all aspects of biomedical knowledge.” Therefore, PA program curricula should not try to cover as much content as possible. Rather, the scope should be narrowed to focus on the medical knowledge that is essential, thus allowing for deeper understanding of core knowledge that has practical application for better patient care.
- b. Medical knowledge alone is insufficient. It is not enough to know information for its own sake; rather, new graduates must deeply understand the core knowledge needed to care for patients and be able to apply it. With a solid foundation of the knowledge needed for patient care, new graduates will then be able to extend their knowledge through lifelong learning and the use of technology.

- c. Not all medical knowledge is essential for patient care. PA curricula should focus on ensuring that new graduates possess and can apply the core knowledge needed to care for patients upon entry into clinical practice. Additional knowledge and skills will be gained as new graduates gain on-the-job experience.

Competent graduates will continually refine and revise their knowledge base to ensure they remain abreast of current scientific evidence and best practices in patient care. Demonstrating the ability to continually assess one's level of medical knowledge and constantly strive to augment it is essential for lifelong learning and delivering quality, patient-centered care.

Graduates must demonstrate the ability to listen to and understand patients' beliefs and attitudes toward health and health care. Competent graduates understand that their relationship with patients can be affected by differences in power, privilege, and the inequities embedded therein, and they work to ensure that patients are viewed, and view themselves, as partners in health. Competent practitioners must be able to develop the professional relationships with their patients that will ensure patient-focused decision-making.

The competent graduate will be able to access and integrate pertinent information from both the best scientific evidence and their clinical expertise, and apply it to the care of the patient in a way that respects the individual needs, desires, care preferences, and values of the patient. In this way, PAs use an evidence-based approach to shared medical decision-making. It is essential for new graduates to develop not only critical thinking and clinical reasoning skills but also "critical consciousness," a concept advanced by Freire to capture the possibility of using pedagogy to overcome "systemic inequity maintained and perpetuated by process, practices and outcomes of interdependent systems and institutions."

Domain Description- Graduates will be able to recognize healthy versus ill patients in the context of the patients' lives and determine the stage of illness — acute, at risk of illness (emerging), or chronic. Graduates will demonstrate the ability to utilize up-to-date scientific evidence to inform clinical reasoning and clinical judgment.

Competencies

- 1.1 Recognize normal and abnormal health states
- 1.2 Discern among acute, chronic, and emerging disease states
- 1.3 Elicit and understand the stories of individual patients and apply the context of their lives (including environmental influences, cultural norms, socioeconomic factors, and beliefs) when determining healthy versus ill patients
- 1.4 Develop meaningful, therapeutic relationships with patients and their families
- 1.5 Determine differential diagnosis, order interpret laboratory and imaging, perform necessary core duty procedures, diagnose, treat and manage illness
- 1.6 Partner with patients to address issues of ongoing signs, symptoms, or health concerns that remain over time without clear diagnosis despite evaluation and treatment

Essential Skills

- Information gathering
- History-taking
- Physical examination

- Discernment of important versus extraneous information
- Prioritization of actions and clinical care decisions based on information available and the patient's beliefs about their care
- Empathetic listening
- Relationship building
- Evidence-based decision-making
- Basic clinical procedural competence
- Therapeutic management and planning

Questions to Consider

- Are graduates able to apply appropriate scientific evidence to patient care?
- Are graduates able to recognize sick versus healthy patients?
- Are graduates able to gather essential and accurate information about patients?

2. Society and Population Health

This domain is intended to ensure that graduates understand how the health of individual patients may be affected by and contribute to the health status of the larger community. Good health care providers are part of the fabric of the community. While caring for individual patients in a health care setting is often the focus of the PA's daily work, new graduates should appreciate the patient's existence within the broader context of society.

A population health approach is required for improving health outcomes and reducing health disparities. Competent graduates will understand how individual patients are affected by the communities in which they live and work. They will also be able to demonstrate an understanding of how their patients contribute to the health of the community and society at large. By understanding the community, environmental, genetic, and other influences on the health of a community, graduates will be able to accept the responsibility for the betterment of the patient populations they serve.

Competent graduates must be aware of their own biases and work intentionally to recognize that their ego and ethnocentric beliefs and norms can impact patient care. They will understand how civic responsibility, patient advocacy, service to the community, diversity of the workforce, and improving the health of underserved populations factor into patient care.

Domain Description- Graduates will be able to recognize and understand that the influences of the larger community may affect the health of patients and integrate knowledge of social determinants of health into care decisions.

Competencies

- 2.1 Recognize the cultural norms, needs, influences, and socioeconomic, environmental, and other population-level determinants affecting the health of the individual and community being served
- 2.2 Recognize the potential impacts of the community, biology, and genetics on patients and incorporate them into decisions of care
- 2.3 Demonstrate accountability and responsibility for removing barriers to health, such as health literacy
- 2.4 Understand the role of structural disparities in causing illness

- 2.5 Engage members of the health care team in the surveillance of community resources to sustain and improve health
- 2.6 Engage the health care team in determining the adequacy of individual and community resources
- 2.7 Reflect on personal and professional limitations in providing care
- 2.8 Elicit and hear the story of the individual and apply the context of the individual's life (including environmental influences, culture, and disease) when determining healthy versus ill patients
- 2.9 Understand and apply the fundamental principles of epidemiology
- 2.10 Recognize the value of the work of monitoring and reporting for quality improvement
- 2.11 Use appropriate literature to make evidence-based decisions on patient care

Essential Skills

- Patient advocacy
- Shared decision-making
- Self-advocacy
- Self-agency
- Active community engagement
- Resourcefulness
- Relationship development
- Self-awareness
- Interpersonal skills including influence, empathy, and humility
- Awareness of unconscious biases
- Information gathering
- Discernment of important versus extraneous information
- Prioritization of action steps based on information available
- Awareness of biases and attitudes towards others
- Empathetic listening

Questions to Consider

- Can graduates define key terminology and apply basic concepts of population health?
- Are graduates able to locate and secure resources for patients within a given community?
- Are graduates able to identify personal bias or knowledge deficits that would adversely affect delivery of patient-centered care?

3. Health Literacy and Communication

This domain is intended to underscore the importance of two key related tenets required for patient-centered care: (1) the patient's capacity for understanding information about their health and (2) the ability of the health care provider to communicate with patients to ensure they understand their health and the care they are receiving.

Competent PAs understand the importance of helping patients become partners in their health care and possess the skills to do so. Competent PA graduates will also use a variety of techniques to determine patients' capacities for understanding their health and the systems that serve them. For example, new graduates must be able to incorporate an understanding of genetics and pathophysiology as well as the importance of emotional, environmental and societal influences on health.

PA graduates must be emotionally intelligent and able to adjust the content and style of their verbal communication with patients for maximum clarity. Developing strategies to communicate effectively with patients will become increasingly important as demographics shift and reliance on technology

continues to increase. Competent PA graduates will need to be able to establish rapport and communicate in meaningful ways with patients, regardless of the modality. In addition, competent PA graduates will need to be able to recognize and overcome linguistic and cultural barriers to effective communication, as well as understand different perspectives and expectations about health and how health care can impact health disparity.

Domain Description- Graduates will be able to communicate with patients as partners who engage in shared decision-making and who communicate, interpret, and express themselves as individuals with unique personal, cultural, and social values.

Competencies

- 3.1 Establish meaningful, therapeutic relationships with patients and families that allow for a deeper connection and create space for exploration of the patients' needs and goals to deliver culturally competent care
- 3.2 Interpret information so that patients can understand and make meaning out of the information conveyed to them
- 3.3 Recognize the need for and governing mandates that ensure patients have access to unbiased, professional interpreters and appropriate resources when barriers to communication arise
- 3.4 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions
- 3.5 Communicate effectively with patients, families, and the public
- 3.6 Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs
- 3.7 Organize and communicate information with patients, families, community members, and health team members in a form that is understandable, avoiding discipline-specific terminology when possible, and checking to ensure understanding

Essential Skills

- Self-awareness
- Knowing when to consult
- Awareness of unconscious biases
- Interpersonal skills
- Active listening
- Patient education
- Cultural competency
- Health literacy
- Trust-building
- Emotional intelligence

Questions to Consider

- Are graduates able to demonstrate sensitivity to patient health needs in the context of the patient's life and views on health and health care?
- Are graduates able to establish rapport and communicate with patients to appropriately address the patients' health needs?

4. Interprofessional Collaborative Practice and Leadership

This domain emphasizes that teamwork is key to delivering safe, quality health care that meets the goals of the provider-patient partnership. PAs are well positioned to coordinate care across health professions and specialties. The profession's identity is grounded in team-based care. PAs have

worked in collaboration with their physician, patients, and other colleagues since the profession began.

Competent PA graduates will have a firm grasp of the roles of PAs and other team members and will demonstrate the ability to work effectively in teams, to ensure that the goals of the patient remain the focus of the health care team.

As patient advocates, PAs must assume a leadership role on a health care team and understand how to contribute to quality patient care by working with other health care professionals. PAs who possess knowledge and skills in this domain will have the self- and team awareness to recognize limitations and rely on other members of the team to provide the highest level of patient care.

Leadership in this context is demonstrated regardless of title or status and is determined by the needs of the patient above all else. Knowing when to lead and when to follow is essential and demonstrates one's ability to value the needs of the patient over self. The ability to determine how to demonstrate leadership requires PAs to be competent in self-awareness, self-management, communication, and interpersonal skills.

Domain Description- Graduates will be able to recognize that the patient is at the center of all health care decisions and to partner with the patient to define the patient's health care goals.

Competencies

- 4.1 Articulate one's role and responsibilities to patients, families, communities, and other professionals
- 4.2 Advocate for the focus of the health care team being on the needs of the patient
- 4.3 Assure patients that they are being heard
- 4.4 Ensure patients' needs are the focus over self and others
- 4.5 Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices
- 4.6 Recognize when referrals are needed and make them to the appropriate health care provider
- 4.7 Coordinate care
- 4.8 Develop relationships and effectively communicate with physicians, other health professionals, and health care teams
- 4.9 Use the full scope of knowledge, skills, and abilities of available health professionals to provide care that is safe, timely, efficient, effective, and equitable
- 4.10 Use unique and complementary abilities of all members of the team to optimize health and patient care
- 4.11 Engage diverse professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific health and health care needs of patients and populations
- 4.12 Describe how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health

Essential Skills

- Interpersonal skills including humility and beneficence
- Self-awareness
- Effective communication
- Empathetic listening
- Advocacy
- Teamwork
- Relationship building
- Care planning

Questions to Consider

- Are graduates able to work effectively as members of a team to address the patients' health needs?
- Are graduates able to articulate the appropriate scope of PA practice?
- Are graduates able to determine which patients require other team members to participate in the delivery of care to achieve the patient's goals?

5. Professional and Legal Aspects of Health Care

This domain is intended to stress the importance of practicing medicine in ethically and legally appropriate ways and the need for graduates to demonstrate professional maturity and accountability for delivering safe and quality care to patients and populations. Competent PA graduates will be able to articulate and adhere to standards of care and will know the laws and regulations that govern the delivery of health care in the state in which they are practicing and in the United States, as well as the bylaws and regulations of their practice setting. They will be able to demonstrate professional maturity by prioritizing the needs of the patient over self-interest. Competency in this domain requires graduates to use self-assessment and metacognitive skills, as well as exercise humility and compassion to provide patient-centered care regardless of the situation. This requires a level of maturity and professional identity that is demonstrated consistently, even in high-stress, ambiguous, and uncomfortable situations.

Domain Description- Graduates will be able to practice medicine in a beneficent manner, recognizing and adhering to standards of care while attuned to advancing social justice.

Competencies

- 5.1 Articulate standard of care practice
- 5.2 Admit mistakes and errors
- 5.3 Participate in difficult conversations with patients and colleagues
- 5.4 Recognize one's limits and establish healthy boundaries to support healthy partnerships
- 5.5 Demonstrate respect for the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care
- 5.6 Demonstrate responsiveness to patient needs that supersedes self-interest
- 5.7 Demonstrate accountability to patients, society, and the profession
- 5.8 Exhibit an understanding of the regulatory environment

Essential Skills

- Interpersonal skills including humility, compassion
- Empathetic listening
- Ethical decision-making
- Integrity
- Accountability
- Humanism
- Responsibility
- Help-seeking behaviors
- Self-advocacy

Questions to Consider

- Are graduates able to demonstrate adherence to standards of care?
- Are graduates able to admit mistakes and take accountability for their actions?
- Are graduates able to discuss and explore ethical issues in a thoughtful, nonbiased manner that respects the autonomy of patients while demonstrating beneficence and non-maleficence?

6. Health Care Finance and Systems

This domain focuses on the essential knowledge and skills needed to successfully navigate the health care system to deliver high-quality, patient-centered care. Competent graduates will understand how the micro and macro systems of health care impact patient outcomes, and will be able to increase their capacity to improve access to care and quality of care. This requires graduates to not only identify the barriers but to see the avenues to quality care. Competency in this domain requires an understanding of the economic factors that affect access to care, including how to deliver high quality care in a value-based system. Graduates must also demonstrate an understanding of their role and productivity limits and potential and how it impacts the finances of their organizations.

Domain Description- Graduates will be able to articulate the essential aspects of value-based health care and apply this understanding to the delivery of safe and quality care.

Competencies

- 6.1 Recognize financial implications to the provision of healthcare
- 6.2 Articulate individual providers' value-add to the health care team in terms of cost
- 6.3 Appreciate the value of the collaborative physician/PA relationship
- 6.4 Understand different types of health systems, funding streams, and insurance, including the role of Medicare and Medicaid as payors

Essential Skills

- Systems thinking
- Adaptability
- Leadership
- Stewardship of resources
- Help-seeking behaviors
- Reimbursement
- Coding
- Care coordination
- Technology fluency
- Patient and personal safety
- Quality improvement
- Evidence-based practice
- Practice-based improvement

Questions to Consider

- Are graduates able to articulate the defining characteristics of value-based health care and apply this knowledge to care for patients in a cost-conscious, fiscally responsible manner?
- Are graduates able to identify and resolve issues in the health system that affect the quality and safety of patient care?

Cultural Humility

Across each of the six core domains, competent PA graduates must demonstrate the ability to exercise humility, "a state of openness toward understanding and respecting important aspects of other people's cultural identities." This requires an awareness of one's personal and professional beliefs, biases, attitudes, and actions that affect patient care and a commitment to ongoing professional development. To demonstrate cultural humility, according to Tervalon and Murray-

Garcia, “health care providers should consider a person’s culture from the individual’s specific view and to be aware and humble enough to ‘say that they do not know when they do not know’ and know when to ask for help.” Integrity is an essential skill under the Professional and Legal Aspects of Health Care.

Cultural humility requires listening to those from different backgrounds while also being aware of one’s own thoughts and feelings about the culture of others. Cultural humility goes hand-in-hand with ongoing professional development because developing it is a lifelong project. Some experts in the field believe that “cultural humility does not have an end point” and therefore requires a commitment on the part of the health care professional to be open to learning from their patients in a true partnership in health care throughout their careers.

Self-Assessment and Ongoing Professional Development

Within each of the six core domains, competent graduates must demonstrate an awareness of their personal and professional limitations and develop plans and interventions for addressing gaps- to “know when to ask for help”. Being competent in this domain requires self- reflection, metacognition, continuous quality improvement, and recognition of the PA’s potential impact for improving the health of individual patients, populations, and society at large.

Competent graduates develop systems and strategies for determining their level of understanding and confidence in addressing patients’ health needs. This is an ongoing, continual process that requires discipline, reflection, and self-control. Graduates must possess the ability to self-evaluate and commit to refining their knowledge throughout their career as practitioners.

MPH PROGRAM

Please see the [*MPH Student Handbook*](#).

GENERAL POLICIES

JOINT DEGREE

All students must complete both the MSPAS and the MPH degree requirements to graduate. The MPH is not optional.

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 coursework 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.

ADVANCE PLACEMENT

Advance placement cannot be granted in the Program.

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.

PART-TIME STATUS

The program does not allow a part-time option for incoming students.

TRANSFER OF CREDIT & CREDIT FOR EXPERIENTIAL LEARNING

Transfer of credit is not allowed. No credit will be granted for work related experiences.

TRANSFER STUDENTS FROM OTHER PA PROGRAMS

The Program does not accept transfer students.

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. 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, fabrication, 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 violations 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 Appendix K of the [University Catalog](#) 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. It is presented in the catalog in its entirety in order to educate the faculty on the enforcement of the policy.

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 requires:

- 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.
- Properly acknowledge and cite all ideas, results, or words originally produced by others.

Students are obliged to adhere to the standards and expectations for academic integrity as delineated by the current [University Catalog](#) under "Student Code of Responsibilities and Rights". Please review the entire policy on Academic Integrity in the current [University Catalog](#).

DISABILITY SERVICES

For information on the University's disability services and procedure for requesting accommodations, please see "Campus Resources" and "Appendix D" in the [University Catalog](#).

The rights of students with disabilities 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 Touro University California to ensure that no otherwise qualified student with a disability is excluded from participation in or subjected to discrimination in, any university program, activity, or event. The university is committed to granting reasonable accommodations to students with documented disabilities. Policies and procedures 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.

It is Touro's policy that any students with a disability be afforded the same opportunities as every other student within the Touro community. This policy may be utilized when there is a dispute about discrimination, including harassment on the basis of disability, refusal to find a disabled student eligible for academic adjustments and auxiliary aids, denial of a requested prospective reasonable academic adjustment/auxiliary aid, and refusal of a faculty member to implement approved academic adjustments and auxiliary aids. Any adverse treatment in regards to a person's disability will not be tolerated.

All divisions of Touro University ("Touro") seek to foster a collegial atmosphere where all qualified students have full access to each of our programs and are nurtured and educated through close faculty- student relationships, student camaraderie, and individualized attention. Adverse treatment of any kind in regards to an individual's disability, is anathema to Touro's mission, history, and identity, and will not be tolerated. Touro will endeavor to resolve claims of policy violations in an effective and timely manner. When a violation is found to have occurred Touro will take prompt and effective remedial action.

Those believing that they have been harassed or discriminated against on the basis of their disability should immediately contact the Associate Dean of Students or the Dean of Students. When Touro has notice of the occurrence, Touro will take prompt and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

See the following sections of the [University Catalog](#) for additional information: "Appendix D: Policy and Procedure for Accommodating Students with Disabilities", "Appendix F: Resolution Process for Disputes and Grievances and Misconduct", and "Appendix M: Policies and Procedures Concerning Requests to Accommodate Disabilities and Complaints Regarding Allegations of Failure to Accommodate and Disability-Based Discrimination".

PARTICIPATION IN EXTRACURRICULAR HEALTH-RELATED ACTIVITIES

Community service is a mission-related activity of TUC and 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 extracurricular health related activity must contact the Program Director. No activity will be approved unless complete information is provided, addressing the following: 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. Additional information may be requested by the Program.
- 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.
- All students interested in participating must be approved by the Program Director. Students must complete/meet the following in order to be approved:
 - i. HIPAA and OSHA training
 - ii. If the activity involves using needles (e.g., vaccine clinic), successful completion of PA Program injection training.
 - iii. Sign off by a PA Program faculty member.
 - iv. Approval may not be granted for students on academic probation- this will be decided on a case by case basis.
- 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.
- Documentation of TB clearance, Pertussis vaccination and immunity to MMR, Hepatitis B and Varicella must be verified and approved by the Program.
- Submission of COVID vaccination must be uploaded to Castlebranch. Students who wish to obtain a medical exemption may contact Student Health Services at tuc.studenthealth@tu.edu while those requesting a religious exemption may submit their completed Application for Religious Accommodations and Service form to Ms. Paisley Rosengren, the Director of Student Success Services at prosengr@touro.edu.

DRESS CODE

Students must maintain a neat and clean appearance befitting students attending a professional school. While casual attire is acceptable during didactic training, professional attire may be required for certain situations. Scrubs and close-toed shoes are required in the anatomy lab. Students should practice good personal hygiene. Fragrances (perfume/cologne or aftershave) should not be worn. Nails should be short and clean. 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 unacceptable attire. Such attire demonstrates inappropriate professional judgment that is subject to review and action by the Program.

DRESS CODE FOR CLINICAL ACTIVITIES

On clinical rotations, students must maintain a professional appearance. Expectations include clean, pressed and conservative attire and good personal hygiene, including short and clean nails. Appropriate clothing may include collared shirts, slacks or skirts with dress shirts, or dresses, as noted by the site. Closed-toed shoes are required. Specialty rotations or specific training sites may designate other prescribed clothing such as scrubs and/or tennis shoes. Any clothing, fragrances, or jewelry 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 rotation sites. Short, student, white coats with TUC issued name tags are required.

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 clearance and screening forms) is collected and retained by [CastleBranch.com](https://www.castlebranch.com) in addition to a secure environment by Student Health Services. Immunization and tuberculosis clearance 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 progresses through their professional career. See [Appendix D](#) for instructions on how to create a Castlebranch Account.

STUDENT HEALTH REQUIREMENTS

Students must fulfill the matriculation health requirements prior to beginning the program and must remain compliant with the continuing student health requirements for the duration of the program. These requirements, listed in [Appendix D](#), are to assure protection against certain communicable diseases. For safety purposes, students who are non-compliant with requirements may be asked to leave campus until requirements are met.

HEALTH REQUIREMENTS DOCUMENTATION

Immunization records, titers, and TB screening results will be made available, as required, to clinical preceptors and clinical rotation sites. Students whose immunizations and titers are not up to date will be removed from classes or from clinical rotation(s) until the deficiency is corrected. Some clinical training sites require students with positive latent TB test results 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.

Matriculation Health Requirements

See [Appendix D](#) for a comprehensive list of health requirements for matriculation to the Joint MSPAS/MPH Program. Immunizations and titers that are recommended, but not required, include:

- Hepatitis A vaccine 2 dose schedule
- HPV vaccine
- Hepatitis C antibody test
- Meningococcal Vaccine

Continuing Student Health Requirements

See [Appendix D](#) for a comprehensive list of continuing student health requirements.

In addition to what is noted on their annual physical exam form, students must report any change in their health 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.

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

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 term breaks may vary for each calendar year.

SOCIAL MEDIA POLICY

Social media is a 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. 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 each student's future and the reputation of the program.

1. Take responsibility and use good judgment. Incomplete, inaccurate, threatening, harassing, punitive, or derogatory 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 their frustration with a course instructor (or preceptor) after they are 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 prohibited.
4. HIPAA 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, medical record 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 University Communications, Andrea Garcia (agarcia9@touro.edu).

Please see the current [University Catalog](#) for additional information regarding Internet Services and User-Generated Content Policy, including Social Media.

CAMPUS SECURITY AND CRIME AWARENESS

****FOR EMERGENCIES CALL 911, OR 9-911 FROM CAMPUS PHONES ****

EMERGENCY MANAGEMENT & CAMPUS EMERGENCY TELEPHONES

The university's [Annual Security Report](#) (ASR) lists policy and procedure information regarding the university's emergency management activities. For all non-urgent questions concerning safety and security issues, please contact the Facilities department administrator. Additional information is available on the Student Services webpage [Campus Safety and Security](#).

For emergencies - call 911, or 9-911 from all campus landline phones.

Ten [Blue Light Emergency Telephones](#) are located throughout campus. These special emergency telephones connect directly to campus security. To make a call, simply push the button, which will activate a flashing blue strobe light and connect you to a campus security officer.

IMPORTANT PHONE NUMBERS

Campus Security	(on duty 24 hrs/day)	(707) 638-5804
Campus Facilities	Business hours	(707) 638-5800
	After hours pager	(707) 551-6034
Vallejo Fire Department (non-emergency)		(707) 552-3285
Vallejo Police Dept. (non-emergency)		(707) 552-3285
Island Energy		(707) 562-5000

Please see the current [University Catalog](#) for additional information regarding:

- Crime Awareness & Campus Security Act (Clery Act Information)
- Emergency Alert System
- Fire Drills, Building Coordinators & Safety Week
- Emergency Management & Campus Emergency Telephones

WHO TO CONTACT

The following is a guide for who to contact if you have questions about:

A course	Course Director for that course
The didactic phase of your education (1st year/classroom)	Director of Didactic Education
The clinical phase of your education	Director of Clinical Education
The Program in general or the PA profession	Your advisor, Program Director, or Associate Program Director
Personal questions/concerns	Options include your advisor, any of the faculty or staff, Student Health, a TUC counselor or learning specialist, TUC Equity Officer, Director of Student Success, or Wellness Coordinator
How to get a locker in Lander	http://studentservices.tu.edu/other/lockers.html
University Services: Office of Student Success Counseling Financial Aid Registrar Security (24/7) Student Affairs Student Health Tuition (Bursar)	https://studentservices.tu.edu/learningresources/ https://studentservices.tu.edu/counseling/index.html http://studentservices.tu.edu/financialaid/index.html http://studentservices.tu.edu/registrar/index.html 707-638-5804 http://studentservices.tu.edu/other/index.html http://studentservices.tu.edu/studenthealth/index.html http://studentservices.tu.edu/bursar/index.html

REQUIRED MATERIALS

ANATOMY LAB SUPPLIES – needed by the first day of Anatomy class (Fall term, August 2022) for experiences in the cadaver lab.

- One pair of surgical scrubs (any shade or color of blue is the Touro University California (TUC) tradition)
- Box of powder free gloves. Gloves can be latex or nitrile, but they must be powder free.
- Face shield, laboratory goggles, or ANSI Z87.1 protective eyewear
 - A face shield, goggles or eyewear that matches the ANSI Z87.1 safety standard (shatterproof with wrap-around protection) is required whenever one is in the presence

of cadavers, cadaveric remains, cadaveric fluids or hazardous chemicals in the anatomy laboratory, and whenever hand tools or power tools are in use.

- *Closed-toe, closed-top shoes (e.g., sneakers) must be worn in the anatomy laboratory at all times.*
 - *Shoes that cover the toes only or that do not completely cover the top of the foot are insufficient and will not be allowed in the lab.*

TUC provides dissection tools to all students. Additionally, we will let you know about any other PPE as soon as possible.

MEDICAL EQUIPMENT – not needed until January 2023

Starting in Semester II, students will need to have certain medical equipment for the program. The cost of the required medical equipment will range from about \$600 to \$1200, depending on the exact equipment models and/or styles chosen.

- 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 recommend a reputable vendor 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. There have been students in the past that bought equipment prior to starting school and found that it was incorrect or inadequate, and it was too late to return or exchange it. Therefore, we strongly encourage you to wait to purchase your equipment. The cost of this equipment has been factored into the total cost of the program, and therefore is accounted for by Financial Aid.

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. Canvas, 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 Canvas. Canvas 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. Additionally, the Program utilizes computer-based examinations and survey tools.

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 3 years with at least 8GB of memory and a webcam is acceptable and should work well. **However, please check that your laptop hardware and software meet each requirement:**

Software Requirements

- Adobe Acrobat Reader (latest, free version)
- VLC Media Player (latest, free version)
- Up-to-date anti-virus software (free or paid)
- Up-to-date anti-spyware software (free or paid)
- Compression (ZIP) utility software (free or paid)
- Internet Browsers: Microsoft Edge, Firefox, Google Chrome, or Safari (for Mac users)
- Free Zoom for classrooms and remote support
- Access to Google Workplace via TUC issued e-mail

Hardware Requirements

For all laptops:

- Operating Systems: Windows 10 or later or Mac OS 10.14 (Mojave) or later
- Memory: 8GB RAM or higher
- Storage: 60GB or higher
- Broadband/high-speed uninterrupted internet access; the minimum speed of 1.5 Mbps download, 750 Kbps upload
- Screen resolution: 1280x1024 or higher
- Webcam, microphone, and speakers (a wearable headphone/headset is recommended)
- Tablets, Chromebooks, and organizationally managed (Non-TUC) devices are not supported
- Administrator-level account permissions

Tablets, Chromebooks and organizationally managed (non-TUC) devices are not supported.

A laptop with these specifications should cost between \$800 - \$1800 depending on memory and hard drive size. Students should also purchase an external hard drive to back up their data (highly recommended).

Our IT department provides campus resources that are not fully tested in an Android/IOS environment, including campus resources such as: student portals, printing software, testing software, etc. Though the new iPads/tablets may be powerful enough to run the software and/or resources, the IT resources provided are optimized for a Windows/MacOS environment. To add, Android and IOS support is very limited on our campus.

Warranties

We STRONGLY recommend that students purchase extended warranties or service contracts should there be a hardware failure. Neither the Joint Program nor Touro University California 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. However, please note that online text versions may vary slightly in presentation. Students are expected to have purchased required texts that are not available online by the beginning of class for each term.

Students may purchase books through the [TUC online bookstore](#) or any other source, such as Amazon.com or publisher sites. When purchasing texts, please be sure to obtain the correct edition, which is listed next to the title of the book on the book list. Older edition texts are inadequate as they may provide old information. The ISBN number is provided on the list and is the unique identifier for a specific edition of a text.

ACADEMIC CREDIT

The total credits for the Class of 2025 curriculum is 142.5 with the availability of 1 PA elective credit (PASC 603 Medical Spanish).

CLASS OF 2025 CURRICULUM

Semester I (Fall)		August 1 – December 16, 2022 (20 wks)	Contact Hrs	Credit Hrs
1	PASC 601B	Anatomy w/Lab	75	3.5
2	PASC 601H	Topics in PA Practice I	35	2.0
3	PASC 601J	Clinical Microbiology & Antimicrobial Pharmacology	20	1.5
4	PASC 601K	Pre-Clinical Basic Sciences	45	3.0
5	PBHC 604	Health Policy and Management	45	3.0
6	PBHC 607	Biostatistics	45	3.0
7	PBHC 608	Behavioral and Social Aspects of Public Health	45	3.0
8	PBHC 631	Social Justice Lecture Series	12	0.0
9	PBHC 648	Environmental Health	45	3.0
<i>PA Final Exams Dec. 5-9, 2022 (Retakes Dec. 12-16, 2022), Public Health Ends Dec. 16, 2022</i>				
Total			367	22.0
Semester II (Spring)		January 2 – May 12, 2023 (19 wks)	Contact Hrs	Credit Hrs
1	PASC 602A	Clinical Applications I	90	5.0
2	PASC 602B	Pharmacology I	45	3.0
3	PASC 602F	Clinical Pathophysiology and Diagnostic Studies I	45	3.0
4	PASC 602G	Medicine I	80	5.5
5	PASC 602H	Topics in PA Practice II	20	1.5
6	PBHC 619	Research Methods	30	2.0
7	PBHC 618	Epidemiology	45	3.0
8	PBHC 620/633/614	Public Health Track Course (Social Inequities & Health, Criminal Justice & PH, or Essentials of Global Health)	45	3.0
<i>PA Final Exams May 1-5, 2023 (Re-takes May 8-12, 2023), Public Health Ends April 28, 2023</i>				
Total			400	26.0
Semester III (Summer)		May 22 – July 21, 2023 (9 wks)	Contact Hrs	Credit Hrs
1	PASC 603A	Clinical Applications II	20	1.0
2	PASC 603B	Pharmacology II	15	1.0
3	PASC 603D	Maternal Child Health I	15	1.0
4	PASC 603E	Psychiatry for Primary Care	20	1.5
5	PASC 603F	Clinical Pathophysiology and Diagnostic Studies II	8	0.5
6	PASC 603G	Medicine II	45	3.0
7	PBHC 606/634/602	Public Health Track Course (Health Promotion, Criminal Justice Law or Emerging Health Threats)	45	3.0
<i>PA Final Exams July 10-14, 2023 (Re-takes July 17-21, 2023), Public Health Ends July 21, 2023</i>				
Total			168	11.0
Semester IV (Fall)		July 31 – December 15, 2023 (20 wks)	Contact Hrs	Credit Hrs
1	PASC 603	Medical Spanish for Health Professionals (Elective)	(15)	(1.0)
2	PASC 604A	Clinical Applications III	60	3.0
3	PASC 604B	Pharmacology III	45	3.0
4	PASC 604D	Maternal Child Health II	45	3.0
5	PASC 604E	Emergency Medicine	30	2.0
6	PASC 604F	Clinical Pathophysiology and Diagnostic Studies III	20	1.5
7	PASC 604G	Medicine III	105	7.0
8	PBHC 647	Program Evaluation and Needs Assessment	45	3.0
<i>PA Final Exams July 10-14, 2023 (Re-takes July 17-21, 2023), Public Health Ends July 21, 2023</i>				
Total			350	22.5

Semester V (Spring)		January 1 - May 10, 2024 (19 wks)	Contact Hrs	Credit Hrs
		<u>Didactic Classes: January 1 - February 9, 2024 (6 wks)</u>		
1	PASC 605A	Clinical Applications IV	30	2.0
2	PASC 605B	Surgical Principles and Technical Skills	30	2.0
3	PASC 605C	Geriatrics	15	1.0
4	PASC 605H	Topics in PA Practice III	15	1.0
5	PBHC 646	*CPH Exam Preparation	*15	*0.0
		<i>PA Final/Re-take Exams February 5-9, 2024</i>		
		<u>Clinical Year Rotations Begin: February 12, 2024</u>		
6	PASC 606	Primary Care 1 (February 12 - March 22, 2024)	240	6.0
7	PASC 607	Primary Care 2 (March 25 - May 3, 2024)	240	6.0
		<i>Callback Week May 6-10, 2024</i>		
Total			585	18.0
Semester VI (Summer)		May 13 - August 9, 2024 (13 wks)	Contact Hrs	Credit Hrs
1	PASC 608	Primary Care 3 (May 13 - June 21, 2024)	240	6.0
2	PASC 609	Primary Care 4 (June 24 - August 2, 2024)	240	6.0
		<i>Callback Week August 5-9, 2024</i>		
Total			480	12.0
Semester VII (Fall)		August 12 - December 20, 2024 (19 wks)	Contact Hrs	Credit Hrs
1	PASC 610	Surgery (August 12 - September 20, 2024)	240	6.0
2	PASC 611	Emergency Medicine (September 23 - November 1, 2024)	240	6.0
		<i>Callback Week November 4-8, 2024</i>		
3	PASC 612	Elective 1 (November 11 - December 20, 2024)	240	6.0
Total			720	18.0
Semester VIII (Spring)		December 23, 2024 - May 2, 2025 (19 wks)	Contact Hrs	Credit Hrs
1	PASC 613	Elective 2 (December 23, 2024 - January 31, 2025)	240	6.0
		<i>Callback Week February 3-7, 2025</i>		
2	PBHC 600-4	Public Health Field Study (February 10 - March 21, 2025)	200	4.0
		<i>Spring Break (see separate Capstone dates) (March 24 - April 4, 2025)</i>		
3	PASC 614	MSPAS Summative Course (April 7 - May 2, 2025)	45	3.0
4	PBHC 645	*MPH Capstone Project (March 24 - May 2, 2025)	*15	*0.0
Total			*500	*13.0

*Students will take either PBHC 646 in Semester V or PBHC 645 in Semester VIII.

Program Total 3555 142.5
(Program Total does not include Medical Spanish Elective)

JOINT MSPAS/MPH PROGRAM FACULTY & STAFF

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END OF SECTION I

SECTION II: SPECIFIC JOINT MSPAS/MPH ACADEMIC PROGRAM POLICIES & PROCEDURES

INTRODUCTION

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 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 Joint MSPAS/MPH Program has a responsibility to safeguard the patient and public by 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. Additionally, students are required to undergo criminal background and toxicology screening during enrollment.

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 California 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 Student Handbook](#).

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 require 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. A student may be required to complete a toxicology screen if a faculty or staff member or preceptor observes signs of intoxication during academic or clinical activities.

Should a student plead guilty to and/or be convicted of a felony as a student, or have a prior felony conviction, this may impact their ability to continue in the program or be placed at certain clinical sites. A misdemeanor or felony conviction may also impact the ability to obtain licensure or employment. Therefore, all students with convictions are encouraged to contact the medical board in the state they anticipate working as a PA to determine if licensure will be possible. This includes records that have been expunged. As stated in CASPA, failure to disclose and provide accurate information about

convictions prior to PA school may have serious consequences, including program dismissal. If a student is charged with a misdemeanor or felony while enrolled at TUC, they must contact the Program Director within 48 hours or as soon as feasible with details. Failure to disclose this information may result in placement on Professionalism Probation or Program Dismissal.

ATTENDANCE POLICIES

ATTENDANCE & PUNCTUALITY

The Joint MSPAS/MPH Program curriculum is designed to provide the medical and professionalism education required to be a competent physician assistant (PA). Because attendance and punctuality are expectations of professionals in the workplace, they are also a requirement of this program. Attending class and 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. Therefore, it is your responsibility - and an expectation of professional behavior – that you be sitting in your seat and ready to learn when class is scheduled to begin (whether that be in person or virtually). This requires you to complete the following activities prior to the start of class - arrival to the classroom (or connecting virtually to the correct classroom link), stowing of your gear, and completion of any other activities (restroom, coffee, etc.). In addition to being seated and ready to learn when class is scheduled to begin, the Program also expects that you will remain for the entire class period.

Additionally, the Joint Program, like all PA programs, is fast-paced and builds upon previous instruction. Because important information is presented only once and class discussions and other interactions aid in the development of the PA role, 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**. On rare occasions, a class may be held on a Sunday. Due to the nature of the Program, courses, lectures and exams may need to be moved on short notice.

ABSENCES

While it is the Program policy that students attend all classes, labs and other Program related functions, the Program understands a student may have an exceptional event that prevents attendance in classes or Program activities. Students are not permitted to take more than the allotted number of absences during the length of the program. 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 director. Refer to [Examination Protocol](#) for information regarding missed examinations.

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*.

Excused Absences

Students are permitted two (2) excused (planned and/or unplanned) days per term.

Planned Absence/Time Away Requests

Any student requesting time away for an exceptional event must complete and submit a Time Off Request form (available on Canvas and [Appendix C](#)) a minimum of **one month** in advance. Students are required to obtain signatures on this form from the course directors of every class they will miss. Time Off Request forms are to be submitted to the designated Program personnel (Director of Didactic Education). The approval of each request is made on an individual basis and there is no guarantee the approval will be granted. Requests must be submitted for all weekdays, even if no class is scheduled, as course schedules may change. For weekdays with no class scheduled, signatures of course directors are not required.

Time away from class for professional conferences must be approved in advance through the same mechanism (see [Student Activities Related to the PA Profession](#)). Approved absences for professional conferences are not included as part of the two excused absences per term.

Unplanned Absence

Illness and family emergencies (*i.e.*, **not** routine activities that can be rescheduled to accommodate a PA student's education and career) are generally the only acceptable reasons for an unplanned absence.

Students are required to notify the course director(s) and the Program Administrative Coordinator of any unplanned absence via email if the absence is anticipated 24 hours in advance. If 24 hours advance notice is not feasible (e.g., the student got sick during the night), notification by phone and email as soon as possible is acceptable. **Sending messages through classmates is not an acceptable form of notification.** For the course director to determine if the absence is excused, the reason for the absence must be included in the notification. Failure to properly notify the course director may result in an unexcused absence.

Unexcused Absences

If an absence is not approved by the course director, it will be considered unexcused. Even if you anticipate that the absence will be deemed unexcused, you must notify the Program as soon as possible.

ATTENDANCE/ PUNCTUALITY POLICY INFRACTIONS

Tardiness, early departures, unexcused absences, and/or improper notification regarding absences will result in intervention by the faculty and may have consequences for a student's continuation in the Program. Each of these is counted separately (e.g., a student with one tardy and one improper notification will receive a verbal warning for each infraction) and will be tracked cumulatively across courses and across terms. Late students are fully responsible for the material covered during the time period missed.

- 1st incident - verbal warning with email follow-up
- 2nd incident - written warning and a meeting with the student’s advisor
- 3rd incident – Program Warning and a meeting with the student’s advisor
- 4th incident - meeting with the Associate Program Director or Program Director. This may be documented in the student’s academic file as an incident of unprofessional behavior, impact the student’s professionalism evaluation, and/or result in a professionalism warning.

A pattern of unexcused absences and/or tardiness may indicate unsatisfactory professionalism progress and will be addressed by the Program. Failure to achieve satisfactory progress in professional development, behaviors and attitudes may result in Professionalism Probation.

Note: Most state licensure boards request information on disciplinary issues on the official program completion verification paperwork. The Program must document when a student has been on 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.

CLASSROOM POLICIES

USE OF WIRELESS DEVICES IN THE CLASSROOM

Laptops, tablets/iPads and smartphones may be used in the classroom and during virtual classes at the discretion of the course director. However, use of these and other electronic equipment in a manner not consistent with classroom activities often creates 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/Messaging
- Cell phone ringing
- Surfing the internet
- Checking or writing emails
- Playing games
- Checking or posting to social media sites

Distractions in class are considered a professionalism issue and will be addressed individually by the course director. Professionalism issues will be monitored across all courses. The first incident will result in a verbal warning with email follow up. The second incident will result in a written warning and a meeting with the student’s advisor. A third occurrence will result in a meeting with the Associate Program Director or Program Director. This may be documented in the student’s academic file as an incident of unprofessional behavior and impact the student’s professionalism evaluation.

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

Note: Please see the section on [Academic Professionalism](#) for additional information.

RECORDING OF LECTURES

Many lectures are recorded by the program and may be made available to students. If a lecture is not scheduled to be recorded, permission to record lectures is solely at the discretion of the course director and lecturer unless recording is a University-approved accommodation. Otherwise, prior approval must be obtained. The course director's approval is on a voluntary basis and, as such, a privilege, which may be withdrawn at any time. Recording of group discussions and exam reviews is not permitted.

COMMUNICATION REGARDING COURSE MATERIAL

If information presented in class or other required resource conflicts with information provided by a different yet reputable medical source, the student may choose to email the course director for clarification. In this email, the student should provide the following information which will assist the course director in providing a timely response.

- General question stated briefly
- Information from class, including source
- Information from outside of class, including source
- Specific details outlining the conflict

ACADEMIC HUMILITY

Academic humility is an important trait for both healthcare professionals and students. Academic humility requires students to possess self-awareness, an understanding of their limits, and a willingness to say “I don’t know” when appropriate. It also requires an understanding that each of us is continuously learning and must do so to become excellent practitioners, that a positive and supportive learning environment is key to success, and that education is a team effort made up of students and teachers alike.

COMMUNICATION POLICIES

COMMUNICATION WITH THE PROGRAM AND THE UNIVERSITY

You have been assigned a University (student.touro.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 is additional information for email communication:

- Students are expected to check their Touro email accounts at least once daily Monday through Friday.

- Students are expected to respond to program emails within **48 hours or the first business day following a holiday**.
- Email responses and forwarded emails should include the original message when appropriate.
- When checking email, it is expected that students will read the whole message (e.g., on a device with a small screen, scroll down to view messages in their entirety).
- Students must download email attachments rather than viewing them in 'preview' mode in order to assure receipt and visualization of the entire document.
- 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, pronouns, class, and phone number.
 - Sam Smith, PA-S
 - Pronouns: She/Her/Hers
 - Joint MSPAS/MPH Class of 2025
 - 707-123-4567
- You are responsible for maintaining access to your Touro email account as you move during your education.

PROFESSIONALISM IN COMMUNICATION

All correspondence between students, staff, and faculty, whether it be written or verbal, must follow the professionalism standards of the Program. Please refer to the following sections of this handbook for additional information: [Grievance Policy](#), [Professional Progress](#), [Professional Code of Conduct](#), [Consequences for Non-adherence](#), [Appendix G: Giving feedback to your professors](#), and [Appendix H: TUC PA/MPH "Netiquette"](#).

Additionally, emails received by faculty or staff that do not meet the professionalism standards of the Program will be sent back to the student with the following message and an opportunity to revise the email.

Thank you for your email- I'm happy to address these issues with you. However, before doing so I would like to discuss the tone of your email, as it contains portions that do not meet the professionalism standards of our program. I am hopeful that this was not your intention, and I recognize that my perception of your communication may be inaccurate as written communication is prone to misinterpretation. However, in order for us to have a productive and effective conversation to adequately address your concerns, I ask that you revise your email. Please consider the following as you do so.

Common pitfalls we see from students with email communication include, but are not limited to: using all capital letters, exclamation points, underlined or bolded text, casual conversation as you might have with a friend rather than a professor or other person in a graduate program, and/or insulting or demanding language. If your email doesn't include any of these pitfalls and you are unclear what I am referring to, please feel free to reach out. I also recommend that you refer to the attached "Netiquette" document as well as our Program professionalism policy.

As a program, we understand the challenges of virtual communication and want to assist our students in learning this communication skill, as it will be required as a physician assistant. I

look forward to discussing your concerns once I have received your revised email. Please let me know if you have questions.

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 download Personal Information Forms such as Emergency Contact Information, Contact Information Update and Name Change Request Forms at <http://studentservices.tu.edu/registrar/forms.html>.

ACADEMIC ADVISING

MSPAS ADVISING

With a challenging program such as ours, it is important that students have a faculty member they can meet with regularly to receive mentorship and seek advice. For this reason, each student will be assigned a faculty advisor who they will meet with at least once in semesters I, II and IV to review academic progress, professionalism and any issues that may have come up during the term. Time for these meetings will be blocked out on the academic calendar to aid with availability. The encounter is documented and placed in the student's file.

Aiding in and monitoring the development of professionalism is an important component of PA education. Student professionalism is evaluated and monitored by both faculty and the student through utilization of a professionalism questionnaire. These questionnaires are reviewed and discussed during advisor/advisee meetings. Students must bring a completed *Preclinical Student Professionalism: Self Evaluation Form* (available on Canvas) to their Advisor/Advisee 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. Students who are having personal and/or academic difficulties will be referred to Student Services by their advisor and/or course directors.

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](#).

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](#) for details.

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
7. Physical Examination skills
8. Procedure Competency Evaluations
9. Objective Structured Clinical Evaluations (OSCEs)
10. Clinical Site Visits
11. Clinical Year Assignments
12. Typhon patient tracking
13. Academic faculty observations
14. Clinical preceptor, or designee, observations/evaluations
15. Summative Comprehensive Written Examination

EXAMINATION PROTOCOL

The following are the procedures regarding the administration of an examination. These are based on the PANCE protocols, so that you become accustomed to the PANCE format during PA school. Both the student and proctor are responsible for adhering to the examination protocol. Exams may be given outside of the regularly scheduled class time. Check the official schedule for date and times.

Although paper exams and scantrons may be used on occasion, the majority of exams will be given using a computer-based program. Students will use their own laptop computers to download and take exams.

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 learning outcomes and specific instructional objectives.

Your professional conduct during exams affects future policies. We expect that you will hold yourself and your colleagues to the highest standards.

On Campus Exams

1. Students are required to be present for all scheduled examinations, must arrive on time for the examination, and must bring a working and fully charged laptop computer and power cord.
2. Exam Download
 - a. Students will be notified when the exam is available for download.

- b. Each student must download the exam **before** arriving to take the exam. If a student has not downloaded the exam prior to arrival:
 - i. The first time, the student will be reminded to download the exam ahead of time and will take the exam on paper
 - ii. The second time, the student will take the exam on paper and meet with the course director and/or their faculty advisor to discuss the reason the student has not been compliant
 - iii. The third time, the student will not be able to take the exam and will receive a zero (0)
 - c. For technical difficulties, call 1-866-429-8889 or email support@examsoft.com.
 3. If there is a computer problem prior to the start of the exam, it is the student's responsibility to address that issue before coming to the exam, including getting a loaner/replacement computer.
 4. Upon entry into the examination site, the student must place all belongings (e.g., books, notes, study aids, smart watches, electronic devices other than a laptop and mouse used for the exam, 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. If a student is found to have an electronic device other than a laptop (e.g., cell phone or smart watch) on them during an exam, the student may be referred to the Student Promotion Committee or Student Services for disciplinary action.

5. Students must sit several seats apart within a row and have at least one empty row between rows of seated students. The Program reserves the right to assign seating.
6. If you plan to use earplugs, you must use the squishy, foam-like, compressible type.
7. No talking is allowed once an examination starts.
8. In the rare event of a malfunction on an exam-taker's computer that cannot be resolved quickly, a paper copy of the exam will be made available to the student.
9. 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.
10. Food and drinks, including water, are not allowed during exams and must be stowed with other belongings. An exception may be made at the discretion of the course director in extreme circumstances. This request must be made before the exam day.
11. Late Arrival: A student who arrives late to an examination will not be given additional time to complete the exam. Any student arriving late will have their exam time monitored separately by the Program proctor (and will equal the total exam time minus the number of minutes late).

This new amount of time will supersede the original time within Exemplify. If a student arrives ≥ 15 minutes late from the exam start time, it will be at the discretion of the course director 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.

12. Before a student can leave the testing area, the proctor will verify that the student's answer file has been uploaded.
13. Previously approved Time Off requests: If a student has been previously approved to miss class and an examination is subsequently scheduled, it is the student's responsibility to contact the course director 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 of the rescheduled exam will be determined by the course director and may include evening hours and/or Sunday. Although the make-up exam will cover the same subject material covered by the original examination, at the course director's discretion, it may be given 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. See Examination Integrity section below.
14. Absence: A student unable to attend a scheduled examination for any reason must immediately notify the course director and program administrative assistant (in person or by phone in addition to 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 director prior to the exam start time is considered unprofessional behavior and may result in an unexcused absence and/or disciplinary action. The course director 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 at a date and time determined by the course director, which may include evening hours and/or Sunday. Although the make-up exam will cover the same subject material covered by the original examination, at the course director's discretion, 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.

Virtual Exams

1. Students are required to be present for all scheduled examinations, must log in and begin the examination at the scheduled time, and must have a working laptop computer and power cord.

2. Exam Download
 - a. Students will be notified when the exam is available for download.
 - b. Each student must download the exam **before** the test is scheduled to begin. If a student has not downloaded the exam prior to start time:
 - i. The first time, the student will be reminded to download the exam ahead of time
 - ii. The second time, the student will meet with the course director and/or their faculty advisor to discuss the reason the student has not been compliant
 - iii. The third time, the student will not be allowed to take the exam and will receive a zero (0)
 - c. For technical difficulties, call 1-866-429-8889 or email support@examsoft.com.
3. If there is a computer problem prior to the start of the exam, it is the student's responsibility to address that issue before the day of the exam, including getting a loaner/replacement computer if needed.
4. The student should set up in a location to take the exam that is free from books, notes, papers, electronics, or other objects (i.e., a clear table or desk with no items nearby). Cellular phones are not allowed at a student's seat and must be turned off before being stowed.
5. Virtual exams are proctored with Exam Monitor. Exam Monitor tracks student keystrokes, sounds in the room, and video (including eye gaze and movement). The same rules regarding exam integrity for on campus exams apply to virtual exam reviews. Students are not permitted to have any writing or recording devices, paper, books, cell phones etc. during the exam review. In addition, students should avoid stepping away from their computers for any length of time during exams and should avoid turning their attention towards anything other than the exam until it is over. Students who step away from their computer or turn their attention towards anything other than the exam will be flagged for concerning behavior. If a student is flagged by Exam Monitor to have concerning behavior during the exam, the video will be reviewed by faculty and, if deemed appropriate, the student may be referred to the Student Promotion Committee.
6. If you plan to use earplugs, you must use the squishy, foam-like, compressible type and follow this procedure:
 - a. At the start of the exam, while being recorded, hold up the earplugs so that they are visible.
 - b. While holding them up, squish the earplugs so that it is obvious that they are the correct kind.
 - c. Insert them into your ears.
7. Talking to others is not allowed once an examination starts.
8. In the rare event of a malfunction on an exam-taker's computer that cannot be resolved quickly, the student should contact the course director immediately.
9. Hats/caps may not be worn during any examination except for the wearing of a headpiece for religious reasons. During virtual exams, students are expected to comply with this requirement.

Failure to comply with this or any other reasonable request may result in the immediate dismissal of the student from the examination and may result in a zero (0) for the exam.

10. Food and drinks, including water, are not allowed during exams and must be stowed with other belongings. An exception may be made at the discretion of the course director in extreme circumstances. This request must be made before the exam day.
11. Late Starts: A student who starts the exam \geq 15 minutes after exam start time will not be permitted to take the exam and will receive a zero on the exam.
12. Previously approved Time Off requests: If a student has been previously approved to miss class and an examination is subsequently scheduled, it is the student's responsibility to contact the course director 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 of the rescheduled exam will be determined by the course director and may include evening hours and/or Sunday. Although the make-up exam will cover the same subject material covered by the original examination, at the course director's discretion, it may be given 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. See Examination Integrity section below.
13. Absence: A student unable to attend a scheduled examination for any reason must immediately notify the course director and program administrative assistant (in person or by phone in addition to email) as soon as possible **prior** to the start of the exam. Failure to log in for an examination and/or failure to communicate with the course director prior to the exam start time is considered unprofessional behavior and may result in an unexcused absence and/or disciplinary action. The course director 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 at a date and time determined by the course director. Although the make-up exam will cover the same subject material covered by the original examination, at the course director's discretion, 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. 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 "Student Code of Responsibility and Rights" as well as the "Student Conduct Code" as outlined in the current [University Catalog](#).

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 emailing, 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.

NCCPA Principles of Conduct: Certified or certifying physician assistants shall protect the integrity of the certification or recertification process. 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 a violation of the NCCPA and PA Program Principles. After an exam (including OSCEs), 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 term, since students are new to the process, there is more time (1.5 minutes/multiple choice question). This decreases to 1.25 minutes in Term 2 and 1 minute/question from Term 3 on. This is to familiarize students to the timing used by the NCCPA on the PANCE. The timing for OSCEs and other practicums is not addressed here. Timing for each type of question is as follows:

1. Multiple choice questions:
 - a. 1.5 min/question for Term 1
 - b. 1.25 min/question for Term 2
 - c. 1 minute/question for Term 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 director as based on answer expectations.

EXAMINATIONS DURING DIDACTIC SEMESTERS

BLOCK EXAMS

The majority of MSPAS didactic courses will have Block Exams or Joint Block Exams throughout the term, with a Cumulative Exam or Joint Cumulative Exam at the end.

Some courses have **Block Exams**, like MCH II, where all of the content is from one course.

Block Exam Content

All questions come from one course, like MCH II.

The following applies to Block Exams:

1. A score of 70% or greater is required to pass each Block Exam.
2. If a student fails a Block Exam, a “Program Warning” will be issued as a result of the failure.
 - The student must meet with the course director as soon as possible to discuss exam results and ways to ensure success with future exams.
 - The student should review the exam and consider contacting Student Success Services, as well as their academic advisor, for additional academic support.
 - Requirements to pass the course include:
 - A score of 70% or higher on the course Cumulative Exam **for the material covered by the failed block exam**
 - An overall score of 70% or greater on the cumulative exam.
 - Note if the course has a remediation instead, must score 70% or higher on the remediation.
 - An overall course grade of 70% or higher.
 - A passing score on at least half of the course Block Exams.
 - See [Appendix A](#) and the course syllabus for additional details.
 - Failure to meet any of the above requirements will result in failure of the course and placement on academic probation for a course failure (see section on [MSPAS Terms of Probation](#)). If a student is already on academic probation, the course failure may place them in the category for dismissal (see section on [MSPAS Dismissal](#)).
 - If a student has met criteria for course failure prior to the end of the term, they must continue to attend all classes and complete all assignments and exams in order to be eligible for future remediation of the course.

Other courses have **Joint Block Exams**, like Medicine and Pharmacology, where the exam contains components from multiple courses. The purpose of the joint exam is to decrease the number of total exams and to help students integrate material from the courses. When considering exam scores, think of the Joint Block Exam as multiple exams in one.

Joint Block Exam Content

Component 1:	Component 2:	Component 3:	Component 4:
Medicine questions (think of this as the Medicine exam, 70% to pass)	Pharmacology questions (think of this as the Pharm exam, 70% to pass)	Clinical Applications questions (think of this as the CA exam, 70% to pass)	Clinical Pathophys & Diagnostic Studies questions (think of this as the CPDS exam, 70% to pass)

Four of the longitudinal courses (Clinical Applications, Clinical Pathophysiology and Diagnostic Studies, Medicine, and Pharmacology) typically share 1 block exam per organ system (i.e., a Joint Block Exam) and have approximately 100 multiple-choice questions. The number of questions from each of the courses is weighted based on the amount of material covered in the respective course. For example, in a 100-question exam, if each of the four courses covers the same amount of material, there will be 25 questions from each course (25 from CA, 25 from CPDS, 25 from Medicine, 25 from Pharm for a total of 100 questions). These groups of questions by course in a Joint Block Exam are called **Block Exam Components** (using the example above, each course has a Block Exam Component of 25 questions).

The following applies to **Joint Block Exams**:

1. A score of 70% or greater is required to pass each Block Exam component.
2. For a Medicine and/or Pharmacology course component failure:
 - a. A “Program Warning” will be issued. For example, if a student passes three of the Block Exam components (e.g. Pharm, CPDS, CA), but fails one (e.g. Medicine), they will receive one program warning for this component failure.
 - The student must meet with the course director as soon as possible to discuss exam results and ways to ensure success with future exams.
 - The student should review the exam and consider contacting Student Success Services, as well as their academic advisor, for additional academic support.
 - Requirements to pass the Medicine and/or Pharmacology course include:
 - A score of 70% or higher on the Joint Cumulative Exam **for the material covered by the failed block exam component**
 - An overall score of 70% or greater on the Joint Cumulative Exam for the course (see Joint Cumulative Exams below).
 - An overall course grade of 70% or higher.
 - A passing score on at least half of the course Block Exam components.
 - See [Appendix A](#) and the course syllabus for additional details.
3. For a Clinical Applications and/or Clinical Pathophysiology & Diagnostic Studies course component failure:
 - The student must meet with the course director as soon as possible to discuss exam results and ways to ensure success with future exams.

- The student should review the exam and consider contacting Student Success Services, as well as their academic advisor, for additional academic support.
 - Requirements to pass the Clinical Applications or Clinical Pathophysiology & Diagnostic Studies course include:
 - Receive a passing grade on a remediation quiz and/or assignment.
 - Receive an overall passing course grade.
 - See [Appendix A](#) and the course syllabus for additional details.
4. Failure to meet any of the above requirements will result in failure of the course and placement on academic probation for a course failure (see section on [MSPAS Terms of Probation](#)). If a student is already on academic probation, the course failure may place them in the category for dismissal (see section on [MSPAS Dismissal](#)).
 5. If a student has met criteria for course failure prior to the end of the term, they must continue to attend all classes and complete all assignments and exams in order to be eligible for future remediation of the course.

CUMULATIVE EXAMS

A **Cumulative Exam** is administered at the end of the following courses: CMAP, Emergency Medicine, Geriatrics, Maternal Child Health I and II, PBS, and SPaTS. This is equivalent to a final exam and includes content from all course material.

Cumulative Exam Content

All questions come from one course, like MCH II.

The following applies to **Cumulative Exams**:

1. This final exam covers content from all course material.
2. A score of 70% or greater is required to pass the Cumulative Exam.
3. **If a student fails a Cumulative Exam but has passed all Block Exams, the following will apply:**
 - A “Program Warning” will be issued as a result of the failure.
 - The student must meet with the course director as soon as possible to discuss exam results and ways to ensure success with future exams.
 - The student should consider contacting Student Success Services, as well as their academic advisor, for additional academic support.
 - Completion of a Retake Cumulative Exam, which may have a different format than the original exam.
 - Requirements to pass the course include:
 - A score of 70% or higher on the Retake Cumulative Exam.
 - An overall course grade of 70% or higher.
 - See [Appendix A](#) for additional details.
 - Failure to meet any of the above requirements will result in failure of the course and placement on academic probation for a course failure (see section on [Academic/Professionalism Probation](#)). If the student is already on Academic Probation, this course failure may place them in the category for dismissal (see section on [MSPAS Dismissal](#)).
4. **If a student fails a Cumulative Exam PLUS 1 or more Block Exam(s), the following will apply:**

- Because of the failed block exam(s), the student is not eligible for a retake exam, has met criteria for failure of the course, and will be placed on Academic Probation (see section on [Academic/ Professionalism Probation](#)). If the student is already on Academic Probation, this course failure may place them in the category for dismissal (see section on [MSPAS Dismissal](#)).

A **Joint Cumulative Exam** is administered in the Medicine, Pharmacology and Psychiatry courses. Joint Cumulative Exams have approximately 200 multiple-choice questions and may be split into two parts. If tested as two parts, scores will be combined for total scores for each course. As with Joint Block Exams, the number of questions from each of the courses is weighted based on the amount of material covered in the respective course. The group of questions on a Joint Cumulative Exam from one course is called a **Joint Exam Component**.

Joint Cumulative Exam Content

<p>Component 1: Medicine questions (think of this as the Medicine Cumulative Exam, 70% to pass)</p>	<p>Component 2: Pharmacology questions (think of this as the Pharm Cumulative Exam, 70% to pass)</p>
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The following applies to Joint **Cumulative Exam Components**:

1. A component covers material from all course Block Exam components.
2. A score of 70% or greater is required to pass the component.
3. **If a student fails a Cumulative Exam Component *but has passed all Block Exam Components for that course*, the following will apply:**
 - A “Program Warning” will be issued as a result of the failure.
 - The student must meet with the Course Director as soon as possible to discuss exam results and ways to ensure success with future exams.
 - The student should consider contacting Student Success Services, as well as their academic advisor, for additional academic support.
 - Completion of a Retake Cumulative Exam Component, which may have a different format than the original exam.
 - Requirements to pass the course include:
 - A score of 70% or higher on the Retake Cumulative Exam Component.
 - An overall course grade of 70% or higher.
 - See [Appendix A](#) for additional details.
 - Failure to meet any of the above requirements will result in failure of the course and placement on academic probation for a course failure (see section on [Academic/ Professionalism Probation](#)). If the student is already on Academic Probation, this course failure may place them in the category for dismissal (see section on [MSPAS Dismissal](#)).
4. **If a student fails a Cumulative Exam Component *PLUS 1 or more Block Exam(s) components for that course*, the following will apply:**
 - Because of the failed block exam(s), the student is not eligible for a retake exam, has met criteria for failure of the course, and will be placed on Academic Probation (see section on [Academic/ Professionalism Probation](#)). If the student is already on Academic

Probation, this course failure may place them in the category for dismissal (see section on [MSPAS Dismissal](#)).

STUDENT NOTIFICATION OF AN EXAM FAILURE

After a block exam, the Program will email students to let them know that grades have been posted. This email will include the details of what constitutes an exam failure, consequences of a failure, and next steps. **For students with an exam failure, this email will act as their notification of receiving a program warning and required next steps.** As such, it is the responsibility of each student to check their grade, assess if they have passed the exam, and take the required steps if they did not. It is important that students track any block exam failures so that they understand their status in the Program. After a cumulative exam, a similar email will be sent to students, which also serves as the notification of exam failure and program warning. In addition, the course director will notify students who fail a cumulative exam about next steps.

Sample email regarding posted grades:

Dear Class of 2025,

The grades for the Joint Cardiovascular Block Exam have been posted to Canvas in their respective courses.

If you failed the exam, please note the following:

1. You have received a standard "program warning" as a result of this failure (see your Student Handbook for details).
2. You must schedule a time to meet with the course director(s) as soon as possible to discuss your exam results and ways to ensure success with future exams. If you have not already had an opportunity to review the exam, you should discuss options for exam review at this meeting.
3. You should consider contacting Paisley Rosengren, Director of Student Success, as well as your academic advisor for additional academic support.
4. Your requirements to pass the Medicine/Pharm courses tested on this exam:
 - a. A score of 70% or higher on the end of semester cumulative exam for the material covered by this exam (in the corresponding course(s) that was/were failed).
 - b. An overall score of 70% or higher on the cumulative exam for each course section (there will be no opportunities for a retake cumulative exam if a student has failed 1 or more block exams).
 - c. An overall course grade of 70% or higher.
 - d. A passing score on at least half of the course Block Exams.
5. See your Student Handbook and course syllabi for additional details.
6. Failure to meet any of the above requirements will result in failure of the course and placement on academic probation for a course failure. If you are already on academic probation, this course failure will place you in the category for dismissal. If you have met criteria for course failure prior to the end of the semester, you must continue to attend all classes in order to be eligible for future remediation of the course.
7. You may contact Dr. Michelle Wolfe for any questions or concerns.

COURSES WITHOUT BLOCK/CUMULATIVE EXAMS

Please see the Course Syllabus for details regarding examinations and grading criteria.

COURSES WITH OSCE EXAMS

A score of 70% on each OSCE component and 75% overall is required to pass all OSCE examinations in the Didactic Semesters 1-5. A score of 75% on each OSCE component and 80% overall is required to pass all OSCE examinations in the Didactic Semester 8. Furthermore, students will be required to pass individual components of the OSCE exam, as stated in the course syllabus.

EXAMINATIONS DURING CLINICAL SEMESTERS

Please refer to the *Clinical Year Handbook* for further information.

EXAM REVIEW PROCESS & PROCEDURE

Students may review graded exams during designated exam review blocks after exams have been completed, as delineated in the procedure set forth in [Appendix B: Exam Review and Procedure](#). Exam reviews are not permitted in the clinical phase of the program.

COURSE 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.

- **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 director. 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 terms for completing the same course. Note: Students must take at least 6 credits to be 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.

FAILURE OF A COURSE

Please note that in the section below, any reference to a block exam or a cumulative exam specifically refers to a single course **block or cumulative exam** or a **block or cumulative exam component** when referring to a joint exam.

Fulfillment of any of the following criteria will result in a course failure:

- Failure of more than 50% of the course Block Exams
- Failure of a Block Exam (<70%) plus a score of <70% on the Cumulative Exam **for the content of the failed exam**
- Failure of any Block Exam (<70%) plus failure of the Cumulative Exam (<70%)
- For students who have passed all block exams, failure of the Cumulative Exam (<70%) plus failure of the corresponding retake exam (<70%)
- Failure of OSCE and Retake OSCE
- Overall course grade of <70%

If a student meets criteria for course failure, they must attend any remaining classes and participate fully in order to be eligible for course remediation.

Students who fail one course will be placed on Academic Probation until successful completion of all the didactic year courses. Students who fail two courses may be placed in the Category for Dismissal

and referred to the Student Promotion Committee. If a student is already on Academic Probation, one course failure may place them in the Category for Dismissal. Please see sections on [Academic/Professionalism Probation](#) and [MSPAS Dismissal](#) for additional details.

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. The Program will not take any action based on an anonymous concern (e.g., note, email), with the rare exception of complaints regarding egregious or dangerous behavior as identified by The Program.

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 (CEHS).

If the grievance is with the Dean of the CEHS, students should contact the Office of the Provost. Violations of the Code of Responsibilities and Rights of the Students should be addressed using the policies outlined in the current [University Catalog](#) under "Student Conduct Code". For additional information, see the current [University Catalog](#) under "Resolution Process for Disputes and Grievances and Misconduct".

All grievances must be presented in a professional manner and tone. Grievances that do not meet these standards will not be addressed. In this situation, the Program will give the student an opportunity to rework their presentation of the grievance to meet Program standards. Bullying of students, staff, or faculty will not be tolerated and may result in a professionalism warning or professionalism probation.

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 the current [University Catalog within the timelines noted](#). Students who take a LOA prior to the completion of a semester or clinical block will not receive credit for that

material/rotation, unless the semester contained a modular course that was completed and passed prior to taking the leave.

PERSONAL LOA

LOA requests must be completed and submitted by the following dates:

Semester/Term 1: November 18, 2022

Semester/Term 2: April 14, 2023

Semester/Term 3: June 30, 2023

Semester/Term 4: November 17, 2023

Semester/Term 5: January 19, 2024

RETURNING FROM A LOA

Petitions to return to class must be submitted a minimum of six (6) weeks prior to the start of the term in which the student plans to return. If timing is such that the PA courses needing to be repeated are not offered, the student may restart the program with PH courses, until appropriate PA courses are available. Please see the current [University Catalog](#) for additional information.

COMPETENCY EXAMINATION FOR STUDENTS RETURNING FROM A LEAVE

In order to ensure students returning from a LOA have retained mastery of previously covered PA course material, the student will be required to complete and pass competency written examinations for the PA courses, practical examinations, and/or H&P or SOAP note assignments as a prerequisite for re-entry into the Program. Any student who takes a leave of 12 weeks or longer during the Clinical Year may be required to complete a reentry OSCE prior to returning to rotations. Examinations must be completed a minimum of two (2) weeks prior to resuming the PA coursework.

Re-Entry Competency Examinations Score requirements:

- Didactic Terms 1-5: 70% for written exams and 75% for OSCE/lab practicum
- Clinical Terms 5-8: 75% for written exams and 75% for OSCEs
- Didactic Term 8: 75% for written exams and 80% for OSCEs

If a student fails a competency exam, they 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](#)).

WITHDRAWAL FROM THE PROGRAM

Withdrawal from the Program and/or the University is addressed in the current [University Catalog](#).

MODIFIED CURRICULUM

Touro University California recognizes that some students may need to modify the standard prescribed curriculum. A modified curriculum may be recommended by the Program, or a student may petition the Program Director in writing for a modified curriculum. This petition is not granted automatically and is approved only in extenuating circumstances. The Program Director is responsible for evaluating and approving the petition.

Students who are placed in a modified curriculum will not be considered for class rankings such as valedictorian. A student on a modified curriculum 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.

EXTRA-CURRICULAR ACTIVITIES

EMPLOYMENT

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

Students may work within the institution while participating in the Federal Work Study Program as long as such work will not interfere with their academic pursuits. Joint Program Students, however, may not be employed by or be required to perform clerical or administrative work for the Program. In addition, students may not substitute for clinical or administrative staff during supervised clinical practical experiences. Students with specific prior knowledge, experiences, and skills may assist faculty in didactic and laboratory sessions to share their knowledge and skills. However, students are not to be the primary instructor or instructor of record for any component of the curriculum.

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 regarding 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. If this were to occur, the student would not be placed at this site/institution for clinical

rotations, which may negatively impact the student's rotation assignments and may delay graduation.

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 may volunteer for charitable, humanitarian or community service organizations. Such volunteer work must not interfere with a student's academic responsibilities or be conducted at the same time of a scheduled classroom or clinical instruction unless prior Program approval has been granted. Students on academic probation are strongly discouraged from participating in activities that take time away from their studies.

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/clinical rotation 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 Off 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.

Participation in Clinical Activities

Students are not allowed to participate in clinical activities, including observations, as a representative of TUC, the MSPAS/MPH Program, or as a physician assistant student at a clinical site during enrollment unless the experience is authorized (e.g., the Touro Student Run Free Clinic) and/or arranged by the Program. Participation in unauthorized clinical experiences while enrolled is grounds for disciplinary action, including dismissal from the Program.

STUDENT ACTIVITIES AS A COMPANY AMBASSADOR

The Program does not encourage students to sign on as an ambassador for any for-profit company. If a student chooses to volunteer as an ambassador, they must not:

- attach Touro University or the Joint MSPAS/MPH Program to their social media profile(s) or website(s)
- attend in-person or virtual conferences, gatherings, or other events as a representative of Touro University
- market the product or send referral codes to classmates to their own benefit or the benefit of any third-party company.

In addition, students will not be allowed to miss class or other school responsibilities in order to attend an ambassador event or fulfill an ambassador obligation.

ACADEMIC AND PROFESSIONAL PROGRESS

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 may be cause for referral to the MSPAS Student Promotions Committee (SPC). The MSPAS SPC monitors academic progress for the entire program (refer also to the *Clinical Year Handbook* for academic progress policies associated with the clinical year).

Students must complete and pass all PA and PH didactic courses in Terms 1 - 5 before they can progress to the clinical phase of the Program. If any didactic course requirements have not been met by the end of Term 5, the student will be required to sit out for at least the first scheduled clinical rotation (a duration of at least 6 weeks) in order to complete the outstanding requirement(s). Upon successful completion of the requirement(s), the student will progress into the clinical year no sooner than the next scheduled rotation block start date (refer to Class of 2025 curriculum).

Please note this includes all Public Health courses taken during Semester 1-5, including PBHC 646: CPH Exam Preparation (for those students not completing a Capstone Project). Students will need to pass the CPH exam before continuing on to clinical year rotations.

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 5th edition, page 3 states, "The role of the PA demands

intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills and the capacity to respond to emergencies in a calm and reasoned manner. Essential attributes of the graduate PA include 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." 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, TUC employee, and patient populations. PA education 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.

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 identity, ethnicity, religion, sexual orientation, disability, or other protected group will not be tolerated. Students must be appropriately responsive to lawful requests from their instructors, preceptors, and clinical sites. Students should 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. **Nondiscrimination:** The PA Program values diversity and inclusivity and it is expected that student behavior will reflect those values. Each student is expected to play a role in maintaining a safe and supportive learning environment for all people. Students shall deliver health care service to patients without regard to their race, religion, sex, gender identity, creed, national origin, sexual orientation, socioeconomic status, disability, disease status, legal involvement, or political beliefs.
3. **Integrity:** Students are expected to follow this Professional Code of Conduct in addition to all policies in the current [University Catalog](#) (including the Student Conduct Code), the [MPH Student Handbook](#) and the *Clinical Year Handbook* including those pertaining to academic honesty. Infractions such as forgery, plagiarism, stealing/copying tests, and cheating during examinations will not be tolerated. PA students are also expected to display the highest ethical standards commensurate with work as a health care professional. Some of these are outlined in the [Guidelines for Ethical Conduct for the Physician Assistant Profession](#) published by the

American Academy of Physician Assistants. Students are mandated to report any illegal or unethical activity to the Program Director, Associate Program Director or Medical Director. Students may not accept gifts or gratuities from patients or families. Breaches in confidentiality, falsification of records, misuse of medications, and sexual relationships with patients, preceptors, or staff will not be tolerated.

4. **Confidentiality:** In accordance with the [Guidelines for Ethical Conduct for the PA Profession](#) and in compliance with HIPAA 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.
5. **Flexibility:** PA education involves instruction from practicing clinicians with unpredictable schedules. At times, lectures, sessions or clinical rotations may need to be adjusted with short notice. The Program believes the advantage of utilizing practicing clinicians outweighs this inconvenience, and requires students to be flexible and tolerant of changes. Student schedules in the academic and clinical year may involve night and weekend hours.
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 campus, the clinical site and/or face disciplinary action. Removal from a clinical rotation may delay the student's completion of the program.
7. **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 asked to leave campus or rotation (driven by someone not under the influence, whether that be a friend, family, or paid driver service) and referred to the SPC for disciplinary action. The student may be required to complete a urine toxicology screen within a designated time frame.
8. **Weapons:** Students are not permitted to carry any firearms, knives, or other weapons on campus or to clinical sites.
9. **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 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.
10. **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 must not treat and discharge a patient**

from care without consultation with the clinical preceptor. All patients must be seen by a licensed provider PRIOR to leaving the facility. 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. 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.

11. **Meeting Deadlines:** Students must submit all required assignments and forms by their designated due date. Timeliness is an important aspect of professional behavior. Repetitive delay in paperwork/assignment submission in any portion of the Program may result in disciplinary action.
12. **Attire:** Attire is a component of professionalism. Refer to the [Dress Code](#) section for further information.

CONSEQUENCES FOR NON-ADHERENCE

Failure to adhere to the Professional Code of Conduct or the TUC Student Conduct Code will result in the following consequences for unprofessional behavior. Egregious behavior will automatically result in consequences listed under point V. below.

- I. First incident
 - The student will receive a verbal warning to change the behavior, which will be documented in the student's file (although the incident will not be reflected in the student's permanent record).
- II. Second incident
 - The student will receive a second verbal warning and be required to meet with the appropriate faculty member (Didactic Advisor or Director of Clinical Education).
- III. Third incident
 - The student will receive a written Program Warning, which will be documented in the student's permanent record, and be required to meet with the appropriate faculty member (Didactic Advisor or Director of Clinical Education).
- IV. Fourth incident
 - The student will be required to meet with the Associate Program Director or Program Director, which will be documented in the student's permanent record. This may be documented as an incident of unprofessional behavior and impact the student's professionalism evaluation.
- V. Fifth incident or egregious behavior
 - Student may be placed on Professionalism Probation and/or referred to the Student Promotions Committee (SPC). If referred to the SPC, the Committee will determine a course of action, which may 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 Year Handbook*, which will be distributed to students prior to the clinical phase of their education.

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

ACADEMIC STANDARDS

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 term, 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 programs and Colleges that provide instruction to the PA students. Student performance in 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. Final decision regarding student status is determined by the Program Director. A letter of decision to the student regarding their status in the Program will be issued by the Program Director or a designee.

Since the MSPAS Program only offers courses once a year, if the MSPAS SPC recommends that a student repeat an entire term, 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 term that must be repeated. Additionally, the student will be required to pass competency examinations for all materials covered in the terms prior to the term in which they return. Refer to [Competency Testing After a Leave Section](#).

See [APPENDIX A: MSPAS SPC ALGORITHMS FOR DIDACTIC COURSE 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 documented in the Program file but not on the official transcript. It is instituted when a student fails a major course exam (e.g., Block Exam or End of

Rotation 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. See [STUDENT NOTIFICATION OF AN EXAM FAILURE](#) for details on program warnings due to exam failures.

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. Decisions regarding Academic Probation cannot be appealed.

Note: Most state licensure boards request information on disciplinary issues on the official program completion verification paperwork. The Program must document when a student has been on 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 section [MSPAS Dismissal](#).

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 may be placed on probation:

1. Failure of a course
2. Failure of 2 end-of-rotation examinations (or 3 if the first 2 were during the 1st callback and taken one after the other).
3. Failure of re-examination under a remediation plan
4. Term 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 Year Handbook*

7. Verbal or written reports and/or evaluations from academic faculty, clinical preceptors 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 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 they will be notified in writing by the Program and the reasons will be stated. A copy of this letter will be provided to the appropriate university officials 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 term GPA of ≥ 2.5 for PA courses by the end of the following academic term is required of a student placed on probation.
4. In the case of probation due to professional misconduct, the Program will determine whether or not the student has achieved an acceptable level of professional behavior. This information may be gained from 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 appropriate university officials, including the Registrar so the necessary documentation on 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, individual initiative and utilization of resources available to him/her. **Remediation plans/decisions cannot be appealed.** 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 Remediation Exam of failed subject material as constructed by the course coordinator.
 - a. A course remediation covers all course material, even if the course failure resulted from a student failing one Block Exam and the corresponding material on the Cumulative Exam.
 - b. The student must score at least the following to pass the Remediation Exam:
 - i. Didactic Term 1-5: 70% for written examinations and 75% for OSCE
 - ii. Clinical Term 5-8: 75% for written examinations and the first clinical year OSCE and 80% for the second clinical year OSCE
 - iii. Didactic Term 8: 75% for written examinations and 80% for OSCE
 - c. The highest grade submitted for a successfully remediated course is U/70 or U/P.
3. Repeating the course(s)/rotation(s) failed the next time the course(s) is offered.
4. Repeating the entire academic term. The student may be required to repeat all course offerings.
5. Auditing previously taken courses or laboratory classes. If a student is advised to audit a class, they are expected to follow the attendance policy for registered students. Students may be required to sit for all course exams, or may choose to do so. If a student takes Block Exams, they must meet the same criteria as registered students in order to pass the remediation (e.g., score of $\geq 70\%$ on Block Exams).
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. Complete additional clinical rotation(s).

8. Requiring corrective action 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.

Failure to meet the requirements of a remediation plan 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

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 they 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 be dismissed as a Joint student.

CATEGORY FOR DISMISSAL

A student may be placed in the Category for Dismissal if they meet any of the criteria listed below. Being placed in the category for dismissal means that the student is at risk for being dismissed if deemed appropriate by the Student Promotion Committee (SPC) and/or Program Director. All students placed in this category are referred to the SPC for review. The SPC then makes a recommendation to the Program Director regarding the plan for the student, which may include an improvement plan or dismissal.

MSPAS CRITERIA FOR PLACEMENT IN THE CATEGORY 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 (or 4 if the first 2 were during the 1st callback and taken one after the other)
5. Failure of a repeated or remediated course or clinical rotation
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. Meeting 2 or more criteria for Academic and/or Professionalism Probation
9. One egregious or ≥ 2 other occurrences of professional misconduct, behavior and/or attitude inconsistent with the PA profession or in violation of the [Professional Code of Conduct Policies](#)
10. Failure to maintain a minimum term cumulative GPA of 2.5 or greater after being on Academic Probation in the prior academic term.

11. Verbal, 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, 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.
13. Verbal, written reports and/or evaluations from academic faculty, clinical preceptor or designees indicating that a student, who is already on probation, is jeopardizing patient safety due to a lack of knowledge and/or skill proficiency.
14. Consistently failing to progress academically as demonstrated by repetitive failure to demonstrate competency across multiple evaluation modalities, including but not limited to, written examinations, Objective Structured Clinical Examinations (OSCEs), preceptor evaluations, written assignments, faculty observation of clinical skills/decision making, site visits.
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. Unprofessional conduct due to failure to comply with requirements set forth by the SPC and Program Director

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 their status in the Program. If the Program Director agrees with the SPC Joint MSPAS/MPH, 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, their registration will be voided and tuition will be refunded per University policy. If a student is dismissed or is required to voluntarily withdraw from the program for reasons related to behavior that is erratic or perceived to be threatening, the student may be prohibited from the TUC premises, and from attending TUC-sponsored/affiliated events and activities.

MPH Program Criteria for Placement on Academic/Professional Probation or Dismissal

Please see the [MPH Student Handbook](#) for 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 their 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 a university 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 their conduct that they are 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. The student 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 their 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 their right to appeal.

While the appeal is pending, the status of the student will not be altered, unless the student is in the clinical year. Any student making an appeal during the didactic phase of their education must continue to attend all classes, submit all assignments, and take all exams until the decision by the Dean has been rendered. 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 delay the student's completion of the program 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 their 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 they have 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.
7. Completion of all MPH Program Requirements.

MPH REQUIREMENTS

Please see the [*MPH Student Handbook*](#) regarding MPH requirements and information on the MPH Capstone and Comprehensive Exam.

END OF SECTION II

APPENDICES

Please see the current [University Catalog](#) Appendices for:

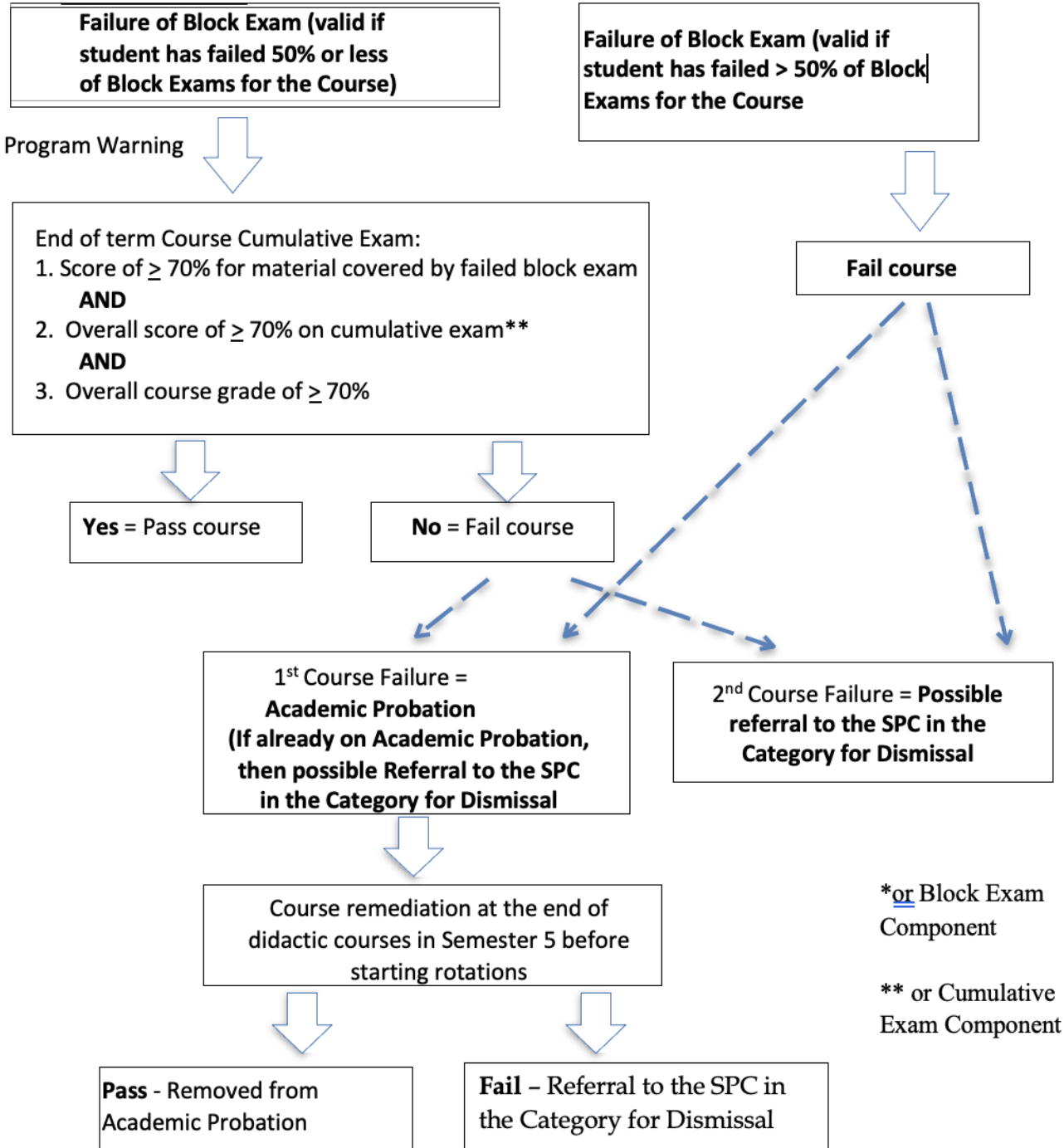
- Academic Integrity Policy
- Access and Disclosure of Educational Records
- Drug Screening Procedures
- Drug-free Workplace
- Financial Aid Online Resources
- Gender-based and Sexual Misconduct Policy
- Group List Communication
- Internet Services and User-Generated Content Policy
- Policies and Procedures Concerning Requests to Accommodate Disabilities and
- Complaints Regarding Allegations of Failure to Accommodate and Disability-Based
- Discrimination
- Policies Concerning Sex Discrimination, Harassment and Complaint Procedure
- Policy and Procedure for Accommodating Students with Disabilities
- Resolution Process for Disputes and Grievances and Misconduct
- Responsible Alcohol Use
- Student Code of Responsibilities and Rights
- Student Conduct Code

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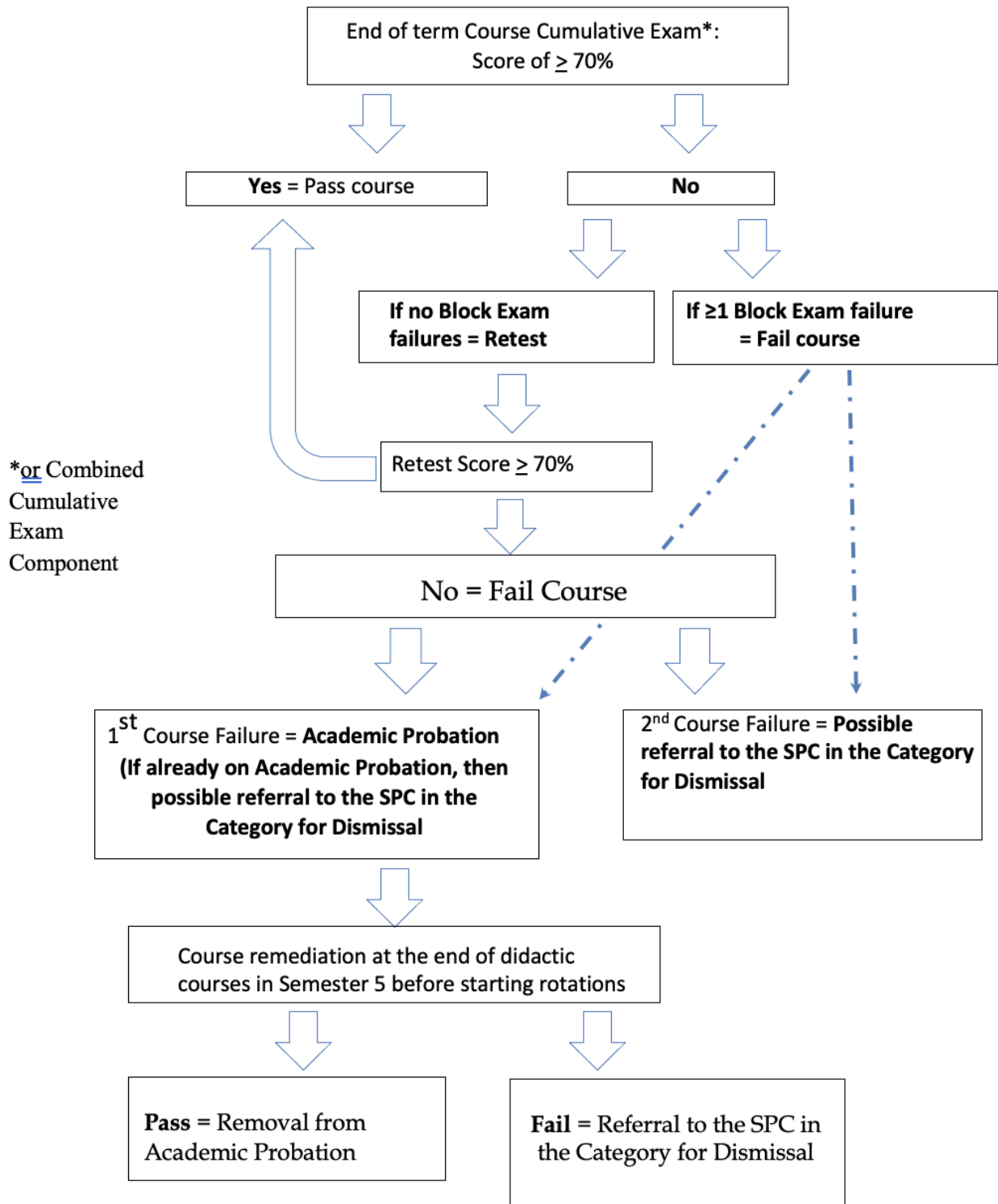
APPENDIX A: MSPAS SPC ALGORITHMS FOR DIDACTIC COURSE EXAM FAILURES

Please see course syllabus for exact details for each course.

Block Exams*

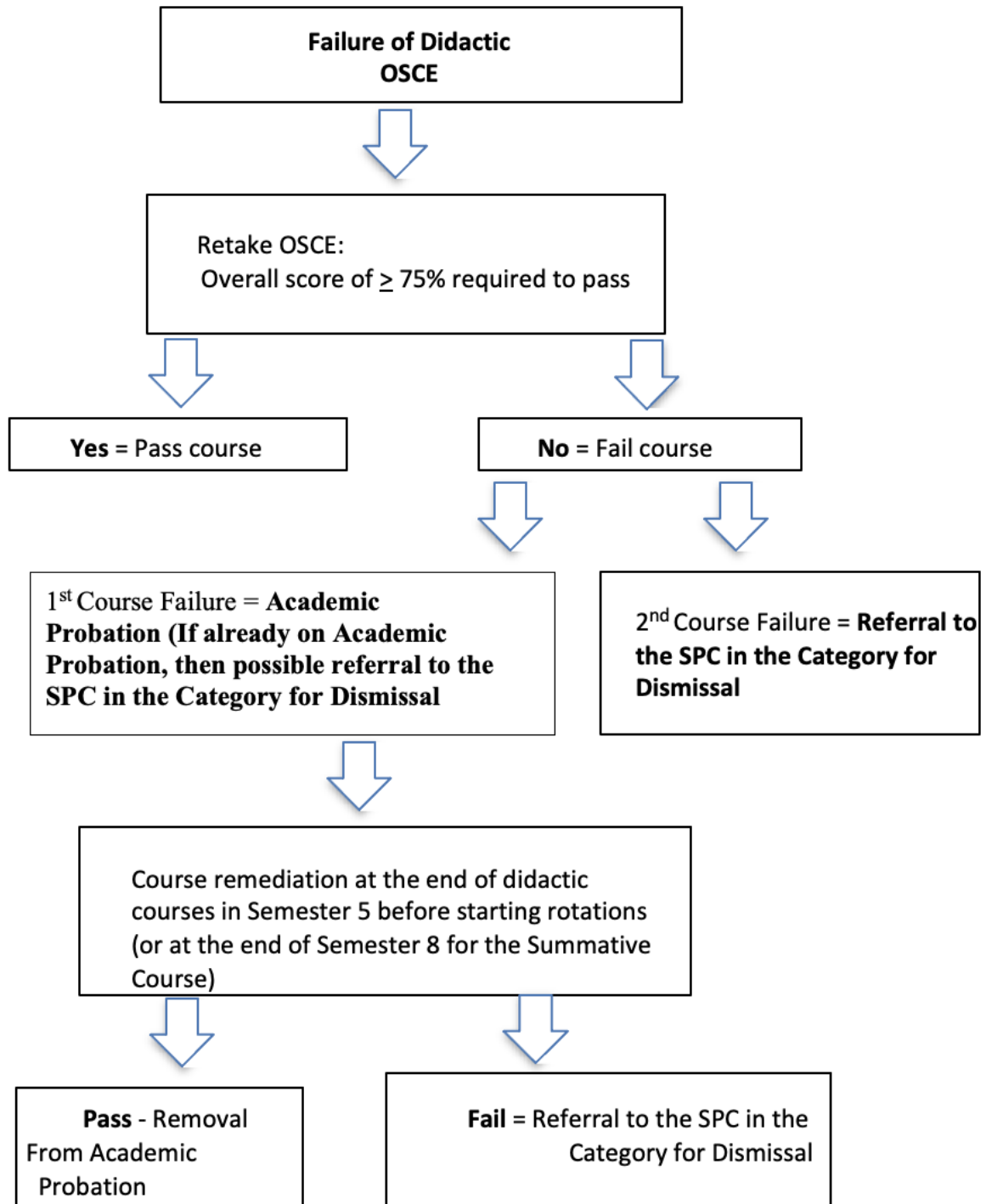


End of Term Course Cumulative Exam



Didactic OSCEs

See the Clinical Year Handbook for information on Callback and Summative OSCEs. Also refer to individual OSCE guidelines for further requirements.



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APPENDIX B: 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.

On Campus Exam Reviews

Typically, exam reviews occur immediately after taking the exam. There will be one 20-minute review session per exam that includes incorrect answers only. Students who took the exam via Exemplify will use the same laptop to review the exam. If students took the exam on paper, they will be able to review their exam on paper at a separate time set up by the course director.

Review sessions are proctored. At the review session, students are provided with the answers they chose as well as the exam questions. Students are not permitted to have any writing or recording devices, paper, books, cell phones etc. during the exam review. All materials passed out must be returned at the end and nothing can be recorded or photocopied. Following the review, if a student has a question or needs clarification regarding a particular question, they have the option to either fill out a *Question Challenge Form* stating the concern or set up an appointment to discuss it with the course director. The challenge form is collected by the exam proctor at the end of the review and turned into the course director. The student will receive an answer within 3 business days.

If not immediately reviewed, the last block exam of a course must be reviewed within 24 hours of grades being posted, unless the exam has been given on a Friday, in which it may be reviewed the following Monday. Students will **not** be allowed to review any block exams again prior to cumulative and/or remediation exams. Cumulative exams and clinical year End of Rotation exams (EORs) may not be reviewed at any time. If, due to extenuating circumstances, a student is unable to make the exam review session offered, the student may contact the course director to request review of the exam. This request must come within 10 days of the grades being posted (24 hours for the last block exam).

Virtual Exam Reviews

When exams are taken virtually, the exam review will occur immediately after completion of the exam and include only questions answered incorrectly by the student. These reviews are proctored with Exam Monitor, and the same rules regarding exam integrity for on-campus exam reviews apply to virtual exam reviews. Students are not permitted to have any writing or recording devices, paper, books, cell phones etc. during the exam review. In addition, students should avoid stepping away from their computers for any length of time during exam reviews and should avoid turning their attention towards anything other than the review until it is over. If a student is flagged by Exam Monitor to have concerning behavior during the exam review, the video will be reviewed by faculty, and if deemed to be concerning behavior, the student may be referred to the Student Promotion Committee.

Exam Review Integrity

Examination integrity policies also apply to exam reviews, whether they are on campus or held virtually. As outlined under [Examination Integrity](#), the Program follows the NCCPA PANCE Exam Policy:

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 emailing, copying, or printing of electronic files and reconstruction through memorization and/or dictation, before, during, or after an examination, is strictly prohibited.

APPENDIX C: TIME OFF REQUEST FORM

Complete this form to request time off during the didactic component of the curriculum. See the Clinical Year Handbook for procedures while on rotations. Prior to submitting this form, please review the Joint MSPAS/MPH Program policies regarding time off, which states the following:

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 that might keep them from classes or Program activities.

Students are permitted **two** (2) excused (planned and/or unplanned) absences **per term**.

- Any student requesting time away for an exceptional event must complete and submit a time off request form a minimum of one month in advance. You are required to obtain signatures on this form from the course directors of every class you will miss. Time Away Request forms are to be submitted to the designated Program personnel (Director of Didactic Education). The approval of each request is made on an individual basis and there is no guarantee the approval will be granted.
- Illness and family emergencies (i.e., not routine activities that can be rescheduled to accommodate a PA student's education and career) are generally the only acceptable reasons for an unplanned absence.

STUDENT: Complete Part A

Student Name: _____

Student Advisor: _____

Date of planned absence: _____

Reason for requested absence:

During which term are you requesting time off? (*circle*)

Fall/Sem I Spring/Sem II Summer/Sem III Fall/Sem IV Spring/Sem V

Please indicate the number of excused & unexcused absences you have already requested or already taken during this term:

#approved absences for this term: _____ dates: _____

unexcused absences for this term: _____ dates: _____

Approval of PA and PH Directors/Instructors for courses to be missed:

Course Name	Date(s) to be missed	Instructor/Director Name	Instructor/Director Signature	Date of Signature

- Are you requesting that the course director(s) record the missed lecture(s)? Yes No
- Are you requesting to participate live via Zoom during the missed lecture(s)? Yes No

I verify that the information provided in this form is complete and accurate.

Student Signature: _____ Date: _____

PROGRAM: Complete Part B

Completed request form was submitted one month in advance: (*circle*) YES / NO
 If no, reason for waiver: _____

All approvals were obtained: (*circle*) YES / NO
 If no, reason for waiver: _____

Time off Request: Approved Denied

Authorized Signature: _____ Date: _____

APPENDIX D: HEALTH REQUIREMENTS - CLASS OF 2025

MATRICULATING STUDENTS

The following are required prior to matriculation in the Joint MSPAS/MPH Program. Instructions on submitting this information can be found here: <https://portal.castlebranch.com/TL79> Please select “Physician Assistant (Pre-pay)”, followed by “Medical Document Manager”. Note that photographs of documents (using a camera function) will not be accepted.

1. Quantitative antibody titer for each of the following:

- Measles
- Mumps
- Rubella
- Varicella (Chicken Pox)
- Hepatitis B

Submit documentation of a quantitative antibody titer within the past 5 years for each of the above (lab report or physician verification required). If one or more of the titers is negative or equivocal, a new alert will be created for you to repeat the series (2 dose series for Measles, Mumps, Rubella, or Varicella, 3 dose series for Hepatitis B) and submit a repeat titer. If series is in process, submit where you are and a new alert will be created for you to complete the series and titer. If you continue to have a negative titer after properly completing a vaccine series twice, you must submit documentation from a medical provider that you are a non-responder (the Student Health Center can provide this documentation for you).

2. Tuberculosis (TB)

- If no documented history of positive latent TB test (PPD or IGRA), submit documentation of the following administered within the past 9 months:
 - Form C – Initial TB Symptom Survey (no need for medical provider signature if you have never had a positive PPD or IGRA test) AND
 - Documentation of one of the following:
 - Negative two-step skin test administered 1-3 weeks apart (on Form D) OR
 - Two negative single step tests with at least one of them being administered within the last 9 months and both within the last 12 months (on Form D) OR
 - Negative Interferon Gamma Release Assay (IGRA) blood test (IGRA is the required test for anyone with a history of receiving the BCG vaccine).
- If documented history of positive latent TB test (PPD or IGRA), or if the above TB testing is positive, submit ALL of the following using Forms C & D when appropriate:
 - Documentation of the past positive test AND
 - Clear chest x-ray report within the past 6 months AND
 - Form C – Initial TB Symptom Survey (this must be signed by a medical provider if you have ever had a positive PPD or IGRA test) AND

- Documentation of one of the following:
 - Latent TB treatment OR
 - Documentation from a medical provider (i.e., PA/NP/MD/DO) that treatment for TB infection has been discussed.
 - Additional information:
 - TB skin test results must be read within 48 to 72 hours of placement and must be recorded in mm of induration.
 - If testing is 'indeterminate', then repeat the test. If that repeat testing is still 'indeterminate', then get the other test (i.e., if first 2 tests were PPDs, the 3rd should be an IGRA).
 - Renewal will be set to 1 year.
 - All Documentation must be submitted on Forms C and D (D only for those submitting PPD results rather than IGRA results).
3. Tetanus, Diphtheria, & Pertussis (Tdap)
Submit documentation of a Tdap booster administered within the last 10 years. You must remain current with either Tdap or Td during your enrollment at Touro (within 10 years).
4. Polio
Do you have documentation of your primary series for polio (at least three vaccinations)?
- If yes, submit your vaccine series.
 - If no, this requirement will be marked completed.
5. COVID Vaccine Requirement
- All new students are required to obtain and show proof of a full COVID-19 vaccination (e.g., received their second dose of Pfizer/Moderna or their 1 dose of Johnson and Johnson) as well as obtained their first booster shot by July 22, 2022 (as eligible for booster). Students must upload their COVID-19 vaccination information into the university's Castle Branch student health record system. For more information on, or if you need assistance with, Castle Branch, please contact Student Health Services at tuc.studenthealth@tu.edu.
 - The only exceptions permitted for students not obtaining their full COVID-19 vaccination plus the first booster are for medical or religious reasons. Prior to the start of the Fall 2022 semester, students who wish to obtain a medical exemption may contact Student Health Services at tuc.studenthealth@touro.edu while those requesting a religious exemption may submit their completed Application for Religious Accommodations and Service form to Ms. Paisley Rosengren, the Director of Student Success Services, at prosengr@touro.edu. Students who are given approved COVID vaccine exemptions will be required to wear a KN95 mask on campus at all times, and be subject to regularly scheduled surveillance testing.
 - Campus masking policy is regularly reviewed and updated by TUC Leadership and changes to masking requirements is regularly communicated to the campus community through campus e-mail notifications.
 - At the time of this Student Handbook publication (August 2022), there were increasing rates of community transmission and regardless of vaccination status, all

students, faculty, and staff are required to wear a KN95 mask at all times while on campus (except while eating and drinking).

- Please note: If you feel ill, you should not come to campus and should receive medical attention. If you are diagnosed with COVID-19, please report your condition to the Student Health Services and the appropriate staff or faculty member within your academic program in order for you to stay on track within your courses.
6. Forms- Note: we are aware that these forms are not gender-inclusive and are working with the University to revise them to better represent our student body and broader community. If your gender is not represented on these forms, we hope you will add a text box with the correct information if you are comfortable doing so. We are working diligently to correct this problem.
- Form A: Student Information
Complete, sign, and submit Form A to complete this requirement. Form available at <http://studentservices.tu.edu/studenthealth/FORM%20A%20Student%20Information%2010-14.pdf>
 - Form B: Physical Examination and Health History
Submit Form B completed and signed by a medical professional within the past 12 months. The renewal date will be set to December 15 of the second school year and must be completed between December 15 – February 1. Form available at <http://studentservices.tu.edu/studenthealth/FORM%20B%20Physical%20Exam%20and%20Health%20History%2010-28-15.pdf>
 - Form C: Initial TB Symptom Survey
See #2 above for details. All students must complete and submit this form, but only those with a history of positive PPD or IGRA test must have their form signed by a medical provider. Form available at <http://studentservices.tu.edu/studenthealth/forms.html>
 - Form D: PPD
Submit Form D completed and signed by a medical professional if your latent TB testing is done with PPDs (those submitting IGRA results only do not need to submit this form). Form available at <http://studentservices.tu.edu/studenthealth/FORM%20D%20PPD%2006-06-17.pdf>
 - Form F: Consent for Student Health to maintain health information and release of Information to Clinical Rotations
Complete, sign, and submit Form F to complete this requirement. Form available at <http://studentservices.tu.edu/studenthealth/FORM%20F%20Authorization%20Release%20revised%208.18.15.pdf>

CONTINUING STUDENTS

1. Influenza- due by Nov 15 of each year starting in year 1

Please submit documentation of a flu vaccine administered during the flu season that begins the year of matriculation (September-May). Documentation must indicate that the vaccination you received is from a batch for the current flu season. The due date is **November 15** each year. You will not be able to get this vaccine until after matriculation, when the vaccine becomes available in September or October. Renewal date will be set to **November 15** of the following flu season.

2. Updated physical exam- completed between January 1st and February 1st during the second year of enrollment prior to the start of rotations.

3. COVID boosters may be required.

4. Annual TB Screening-

- First 1-year renewal: submit one of the following:
 - Negative one-step PPD skin test (on Form D) OR
 - Negative IGRA blood test (IGRA is the required test for anyone with a history of receiving the BCG vaccine) OR
 - If history of positive testing, submit a [TUC Form C – Annual TB Symptom Survey](#)
- Second 1-year renewal: completed between January 1st and February 1st during the second year of enrollment prior to the start of rotations.
 - Negative one-step skin test if last PPD was within 1 year (on Form D and even if the last one was placed recently) OR
 - Negative two-step skin test administered 1-3 weeks apart if last PPD was more than 1 year ago (on Form D) OR
 - Negative IGRA blood test (IGRA is the required test for anyone with a history of receiving the BCG vaccine) OR
 - If history of positive testing, submit a [TUC Form C – Annual TB Symptom Survey](#)
- If any of these renewals result in a newly positive test, submit ALL of the following:
 - Documentation of the positive test (on Form D if test is a PPD) AND
 - Clear chest x-ray report within the past month AND
 - [TUC Form C – Initial TB Symptom Survey](#) AND
 - Documentation of one of the following:
 - Latent TB treatment OR
 - Documentation from a medical provider (i.e., PA/NP/MD/DO) that treatment for TB infection has been discussed.
- TB skin test results must be read within 48 to 72 hours of placement and must be recorded in mm of induration.
- If testing is 'indeterminate', then repeat the test. If that repeat testing is still 'indeterminate', then get the other test (i.e., if first 2 tests were PPDs, the 3rd should be an IGRA).
- All Documentation must be submitted on Forms C and D (D only for those submitting PPD results rather than IGRA results).

APPENDIX E: VIRTUAL (ZOOM/ONLINE) ETIQUETTE

The Zoom meeting room platform will be used to conduct all “virtual” sessions. The TUC Joint MSPAS/MPH Program has adopted these “virtual etiquette and behavior expectations” as the minimum requirements for students during Zoom/online classroom sessions.

Students must:

1. Display professionalism at all times, including being prepared to engage in scholarly discussions.
2. Avoid sharing Zoom/classroom information, links or passwords to anyone outside of their cohort or PA Program.
3. Have a computer with video and audio capabilities and know how to operate the features on their device before class begins.
4. Upon entering the Zoom/online classroom, mute their microphones (if not already muted by the Host). In addition, students should rename their display name as “First Name” “Last Name.” This will assist us in maintaining the safety and security of our Zoom/online sessions.
5. When possible, use a headphone device when engaged in the virtual session in order to reduce ambient noise and distractions.
6. Enter the Zoom/online classroom with their videos on (faces displayed). While it is desired and encouraged for all students to keep their video on during the entire class session, it is noted that Zoom fatigue can affect student learning and performance. The following arrangement has been established to help alleviate this burden:
 - a. Students whose first name begins with A-J may use an icon or picture to replace their live Zoom video during morning classes.
 - b. Students whose first name begins with K-Z may use an icon or picture to replace their live Zoom video during afternoon classes.
 - c. Otherwise, icons or pictures replacing the live Zoom video are only acceptable when taking short breaks during the virtual class setting (limited to no more than five minutes and preferably taken during the regularly scheduled breaks as given by the Host) or as needed when household responsibilities arise.
7. Choose an appropriate physical environment prior to entering the Zoom/online classroom and avoid those that are distracting to other participants. Virtual backgrounds may be allowed at the discretion of the Host. The Host will notify students when they can switch to a virtual background (i.e., the last 15 minutes of class time).
8. As much as possible, attempt to have “stable” access to the Internet at all times to reduce learning interruptions and unfortunate disconnections during the class session.
9. Use the chat box to communicate to the class when appropriate or when taking a short break from the class discussion. While private chat communication is enabled for most Zoom/online classes, it is expected that students will use this feature in a professional manner.
10. Use appropriate language and “Emoticons” during class engagement so as not to offend other members of their learning community. Students are encouraged to use the “raise hand” feature in the Participants tab in order to ask questions of the group or Host.
11. Understand that these virtual rules of engagement also serve as an initial warning to all students and any violation of this “Virtual Etiquette Policy” can result in the student receiving a professionalism warning/infracton as outlined in the Student Handbook.

APPENDIX F: TECHNICAL STANDARDS

The Joint MSPAS/MPH Program has developed a set of technical standards that identify the requirements for admission, retention, and graduation of all applicants and students. 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 program and entry into the PA profession. 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. Individuals may not have undue dependence on technology or trained intermediaries in order to perform basic clinical skills required for the PA profession. Graduates are expected to be qualified to enter into all fields of medicine.

Each MSPAS/MPH candidate shall be required to attest to his/her ability to meet these technical standards at matriculation and throughout the program. Failure to notify the Joint MSPAS/MPH Program of any significant health changes that may affect patient care or the ability to meet Program Technical Standards may result in dismissal from the Program.

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

1. **Communication:** The individual must be able to speak, hear, and observe in order to elicit information, examine patients, perceive non-verbal communication, and describe observed abnormalities. Communication includes not only speech, but also reading and writing. Individuals must also be able to communicate effectively, succinctly, and efficiently in the oral and written form with university personnel, peers, patients, family members and all members of the health care team. Finally, the individual 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.
2. **Motor Function and Mobility:** The individual 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 individual 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 individual 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, application of pressure to stop bleeding, the opening of obstructed airways, and 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.

3. **Sensory:** The individual must possess sufficient visual, auditory and tactile sensation to receive appropriate information in the classroom, laboratory, clinical and other education settings. Sensation must be sufficient to receive verbal and non-verbal information while interviewing patients and to perceive signs of disease identified through patient evaluation involving inspection, percussion, palpation and auditory information at various frequencies (i.e., patient voice, heart tones, bowel and lung sounds). All of these are essential for the evaluation and treatment of the patient.
4. **Intellectual, Conceptual, Integrative, and Quantitative Abilities:** The individual must have the cognitive abilities necessary to master curriculum content in a timely manner. The individual must also have the cognitive abilities to be able to immediately process and assess all clinical information provided, even in distracting settings, to allow for appropriate patient evaluation and care.

These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material. The individual 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 individual 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
- Seek consultation from supervising providers appropriately

5. **Behavioral and Social Abilities:** The individual must possess attributes that include compassion, empathy, altruism, integrity, responsibility, and tolerance. The individual must possess the emotional health required for the:

- Full utilization of his/her intellectual abilities
- Exercise of good judgment
- Prompt completion of all responsibilities attendant to the diagnosis and care of patients
- Development of mature, sensitive relationships with patients and co-workers.

The individual 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.

APPENDIX G: GIVING USEFUL FEEDBACK TO PROFESSORS

YOUR FEEDBACK COUNTS – just as professors give you feedback on your work to help you learn more effectively, there are opportunities throughout the curriculum to give your professors useful feedback to help them teach more effectively.

There will be surveys given throughout your time as a student at Touro. These survey results help your professors to know what was working for you and what wasn't. Think back over the whole semester before you rate your professor and carefully consider how much you have learned. Think about the kind of feedback that will be helpful. "Venting" is not appropriate when giving feedback. If you need an outlet for venting, consider talking with friends or family or writing it out in a document that then gets trashed.

Written comments are especially important as feedback for your professors. These should be useful so your professor can create the best learning environment for you and your fellow students.

Three things to remember:

- Give feedback that avoids "emotionally-charged" words
- Give feedback that describes specific behavior rather than your inferences
- Give feedback that reflects on positive behaviors and gives solutions

Instead of this...	Try this.
This professor was awesome.	This professor gave us lots of activities to do in the classroom which helped me really understand the material.
This professor sucks.	I had trouble following the lecture in class because of going through the material so quickly. It would be helpful if you could slow down or check-in with the class intermittently to be sure we are with you.
The professor was caring.	I really appreciated the way the professor was always there after class to answer questions and always responded to my emails in a timely manner.
The professor wasted our time by teaching us things we didn't need to know. What are we- dentists??	I did not understand the relevance of the Smiles for Life curriculum to the program. I hope you will consider adding an introduction to that curriculum to help me better understand how I might utilize that knowledge as a PA student.
It's not possible to do the homework because the professor never gives us directions.	It would be helpful if the professor incorporated a few of the homework problems into the lecture so we can see how to go about solving them and can ask questions if we still don't understand.

Modified from the University of Texas at Austin Faculty Innovation Center document:

https://facultyinnovate.utexas.edu/sites/default/files/giving_useful_feedback_to_your_professors_12716.pdf

APPENDIX H: TUC PA/MPH “NETIQUETTE”

Students are expected to use appropriate etiquette when communicating with faculty and staff. This applies to in person, telephone or electronic communications (emails, discussion board posts, etc.).

Appropriate etiquette should adhere to the guidelines below:

- Open with a salutation (e.g., Hi, Hello, Dear X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address faculty and staff more formally (Dear Dr. Smith or Hello Ms. Jones) unless the faculty or staff member has given permission to use their first name. It is appropriate to include a simple, “What would you like me to call you?” or “Is it ok to call you X?” question.
- Use complete sentences and avoid jargon, especially text-type words (e.g., C U). This is especially important when sending messages from mobile devices.
- Be careful with humor and sarcasm; in written form humor does not always translate well. Sarcasm should be avoided.
- Avoid typing a message in CAPSLOCK-this conveys anger or frustration just as raising one’s voice conveys such emotions over the telephone or in person.
- Do not use swear words or pejorative terms (e.g., calling someone stupid).
- Maintain a professional tone; remain neutral when discussing an issue or problem. This helps to engage the reader in finding a solution by avoiding negative emotions. Using “please” and “thank you” are appropriate, and another way to engage the reader.
- Include complete information about the question or concern at hand. Emails should be brief; if it takes more than 3 paragraphs to communicate about the issue or topic, consider an appointment to discuss on the phone or in person.
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours. Email communications cannot be “taken back” and the damage caused by an ill-advised email can be permanent. In high-stress or emotional situations, ask a trusted friend or colleague to provide feedback before hitting “send”. Messages sent in anger may be interpreted as disruptive, abusive or threatening, making the sender subject a Student Code of Conduct violation.
- Everyone makes mistakes. If an email was sent in frustration or anger, email an apology as soon as possible. A simple, “I am sorry and should not have sent that email. I apologize for my wording ...” will go a long way to repair the damage to the relationship.
- Proofread! Reread each email message to ensure it is clear and without grammar or spelling errors. Remember that email is simply another professional behavior and a poorly crafted message is a negative reflection on one’s ability to communicate effectively.
- Remember any email you send can be forwarded to others.

Consider adopting the following policy when sending and reading email:

- As the sender, assume the reader will read the email in the most negative light.
- As the receiver, assume the sender had the best possible intent.

2025 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 Name (Signature)

Date

Signature Sheet Due to Program Office by 3:00pm on Friday, August 19, 2022.