



College of Osteopathic Medicine

2024 - 2025 Student Handbook

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DISCLAIMER

The Student Handbook contains policies and requirements which govern academic performance and student conduct. These policies are unique to Touro California College of Osteopathic Medicine (TUCOM), 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 TUCOM policies. These policies will be in which the student is enrolled. Except as noted in the paragraph below, no contract rights exist or are established in the student-educational institution setting. To this end, Touro disclaims any liability for promises, assurances, representations, warranties, or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, guarantees, warranties, or other statements concerning out courses and programs and a student's academic success in them. Thus, Touro further disclaims any liability in tort as well as contract in connection with any of the foregoing. For a degree to be earned, the required grades and grade point averages must be achieved and maintained, and all other requirements of the school and program must be fulfilled.

Registration and matriculation at Touro after the issuance of this Handbook is consideration for and constitutes a student's knowing acceptance of the binding Alternative Dispute Resolution ("ADR") mechanisms (including binding arbitration) contained herein. Thus, any dispute, claim or controversy arising out of or related to your application, registration, matriculation, graduation, or other separation from Touro and/or this Handbook, which is not resolved through Touro's internal mechanism shall be exclusively resolved through final and binding expedited arbitration conducted solely before the American Arbitration Association ("AAA"), or any successor in interest, in accordance with the AAA Rules then in effect. The location of the arbitration shall be at a convenient office on a Touro campus where the student is (or was last) affiliated.

General Disclaimer

The Touro College and University System endeavors to provide on-going and uninterrupted educational experiences in a safe and effective environment for our students, staff, and faculty. Given the dynamic circumstances surrounding COVID-19 and any other future unknown or unforeseen events and the uncertainties that may be attendant thereto, Touro may be obligated or otherwise compelled to change the method of course delivery and other relevant policies at any time. Any changes will be communicated in a timely manner and can be found on Touro's website.

TUC Respiratory Illness Risk Mitigation Guidelines

Updated for the 2024-2025 Academic Year

Touro University California is continuing to offer a full schedule of in-person classes and a vibrant campus experience. To protect the health of the TUC community, the University has implemented a comprehensive set of health and safety guidelines.

TUC's guidelines are based on the recommendations of the [Centers for Disease Control and Prevention](#), the [California Department of Public Health](#), and the [Solano County Public Health Department](#). All members of the TUC community are urged to familiarize themselves with TUC's guidelines and to stay informed of any changes.

As always, the health and safety of the TUC community remains paramount. The University may adjust its health guidelines, as needed, based on new scientific evidence and the course of the pandemic.

Vaccination Requirements:

- TUC requires proof of COVID-19 vaccination 23-24 for all students, faculty, and staff coming to campus, while accommodating medical and religious exemptions. After the COVID-19 vaccine for 24-25 is released, we will be updating the requirements to include that vaccine.
- Students, faculty, and staff should be fully vaccinated, with the 23-24 COVID-19 vaccine received at least two weeks prior to their return to campus for the fall semester.
- Students submit proof of vaccination through Castle Branch, and employees submit proof of vaccination through a confidential link provided by HR.

All TUC students and employees are strongly encouraged to stay up to date with their vaccinations, including getting booster shots when eligible.

Exemptions and Accommodations for Vaccines:

- Students, wishing to file for an exemption or accommodation of the vaccine requirement will need to complete a Vaccine Exemption/Accommodation Request Form by contacting the Associate Dean of Student Affairs; Fraylanie A Aglipay, faglipay@touro.edu.
- An influenza vaccination is required for students in our health professional programs (DO, PA, PharmD, and Nursing) for the current season during the year of matriculation by November 1st and is then required annually by November 1st. TUC strongly encourages all other students, faculty, and staff to receive the influenza vaccine each year.
- An RSV Vaccination is strongly recommended for all individuals (faculty/students/staff) who are 60 years of age or older, or otherwise high risk, as per [CDC recommendations](#), for the current season by November 1st and then booster/subsequent recommendation as per CDC guidelines.

At Touro University California, the health and safety of our students, faculty, staff, and visitors is our top priority. We adhere closely to the latest CDC guidelines in all health-related decision-making processes, ensuring that our practices align with the highest standards of public health. However, we recognize the dynamic nature of our world, and therefore remain responsive to local public health recommendations and other expert insights. Should circumstances warrant, we are prepared to adjust our protocols swiftly and decisively, always with the well-being of the TUC community at heart. This policy refers to possible contagious illness, especially of the respiratory tract. This includes but is not limited to the "common

cold”, COVID-19, Respiratory Syncytial Virus (RSV), and Influenza Virus.

<https://www.cdc.gov/respiratory-viruses/prevention/precautions-when-sick.html>

Current TUC Guidelines:

- If you are experiencing new onset of symptoms for a respiratory or contagious illness, please seek appropriate medical attention and avoid coming to the campus. Symptoms may include fever, chills, cough, runny nose, nasal congestion, sore throat, nausea, vomiting, and diarrhea.
- While these guidelines cover all respiratory infections that are contagious, if COVID-19 or Influenza are a concern, please consider seeing your medical provider or Student Health to have point of care testing.
- Return to campus and normal activities when:
 - Symptoms are improving overall
 - No fever (including not using fever-reducing medication) for 24 hours
- When returning to campus after a respiratory illness, students must wear a mask for the next five (5) days, as well as take the added precautions of hygiene (esp. handwashing) and physical distancing when possible.
- IF you develop a fever or your symptoms worsen AFTER you have resumed normal activities (returned to campus), you should go back to the steps above.
- If you have tested positive for a respiratory illness, but have no symptoms, please follow the directions of your healthcare clinician. If you are in close indoor spaces, wearing a mask, physical distancing, and using proper handwashing hygiene is recommended.

COVID-19

COVID-19 is a respiratory viral illness. Student Health has home testing kits for TUC students. If you believe you have been exposed, it is best to get tested. The CDC does not currently recommend quarantine specific to COVID-19. You should stay home until you are 24 hours without a fever and your symptoms are improving.

Clinical Settings:

Students, faculty, and staff, who work in clinical settings, will need to follow the policies of the specific site in which they practice while they are on site at those locations. The CDC guidelines for healthcare personnel can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control-recommendations.html>.

While on campus at TUC, healthcare personnel will follow the **TUC Guidelines** listed above.

TUC will continue to have hand sanitizer stations and masks available in classroom settings. Individual programs and/or courses may decide that masks should be worn if higher risk is determined.

TUC leadership will continue to monitor both the local and national status of contagious illnesses that could impact our TUC community. These policies are subject to change if it is deemed necessary to protect our community

SECTION I: TOURO UNIVERSITY CALIFORNIA

Historical Perspective

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

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

Touro College has developed into a major institution of higher education, which includes the following schools: the College of Arts and Sciences (1971); the school of Health Sciences (1972); the School of General Studies (1974); the Graduate School of Jewish Studies (1979); the Jacob D. Fuchsberg Law Center (1980); the School of Lifelong Education (1989); the New York School of Career and Applied Science (1995); the Graduate School of Education and Psychology (1995); Touro University College of Osteopathic Medicine California (founded in 1997) and the School of Career and Applied Studies (created in 1995); Touro University Nevada (2004); Touro College South in Florida (2006) and Touro University College of Osteopathic Medicine New York (2007).

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

The Touro University System has long been interested in medical education. In 1983, Touro established the Center for Biomedical Education, a cooperative program leading to an M.D. from the Technion-Israel Institute of Technology, Israel's premier school of applied sciences. Success in this and other related programs led Touro founder, Dr. Bernard Lander, to explore the possibility of establishing a college of osteopathic medicine.

Touro University sought incorporation in the State of California, and in 1997 located a campus in the San Francisco Bay Area. The campus was moved to Mare Island, California in 1999. Touro University College of Osteopathic Medicine (TUCOM) is the Founding College of Touro University California. Touro University California is now composed of three colleges: the College of Osteopathic Medicine (grants the Doctor of Osteopathic Medicine Degree – D.O., Master of Science of Medical Health Science, and AAS in Diagnostic Medical Sonography); the College of Pharmacy (founded in 2004 grants the Doctor of Pharmacy); the College of Health Sciences (founded in 2003) and the College of Education (founded in 2004) were combined into the College of Education and Health Sciences in 2012, and grants the Master of Science in Physician Assistant Studies-MSPAS; Master of Public Health-MPH; Master's degree in Art and Education, Applied Behavioral Analysis and provides teacher credentials; and the School of Nursing (founded in 2014) which grants the Doctor of Nursing Practice, the Masters of Science degree in Nursing, and the Post Graduate FNP Certificate.

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

Touro University currently has 4 colleges of Osteopathic Medicine located in Vallejo (California), Henderson (Nevada), Harlem (New York City), and Middletown (Long Island, New York). A fifth college of osteopathic medicine opened in Fall 2023 in Montana.

SECTION II: TOURO UNIVERSITY COLLEGE OF OSTEOPATHIC MEDICINE

Mission of Touro University California College of Osteopathic Medicine

The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy, and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and post-doctoral education, research, community service, and multidisciplinary and osteopathic clinical services.

Accreditation and Approval

Touro University College of Osteopathic Medicine (California and Nevada); In 1995, the California Board for Private Postsecondary and Vocational Education authorized Touro to confer the D.O. degree. After obtaining both pre-accreditation and provisional accreditation from the Bureau of Professional Education of the American Osteopathic Association, Touro was authorized to open its doors to students during the 1997-1998 academic year. An accreditation team representing the Commission on Higher Education of the Middle States Association of Colleges and Schools recommended Touro University College of Osteopathic Medicine for regional accreditation as a Branch Campus of Touro College. The Commission on Higher Education approved that recommendation in December 1997. In April 2001, the American Osteopathic Association (AOA) awarded full accreditation status to the College of Osteopathic Medicine. In the Spring of 2004, the Commission on Osteopathic College Accreditation of the AOA approved the development of a branch campus of Osteopathic Medicine in Henderson, Nevada. In June 2004, the Commission included Touro University College of Osteopathic Medicine Nevada within the scope of Touro College's accreditation. In May 2009, the Commission reaffirmed the accreditation of Touro University College of Osteopathic Medicine, California, and Nevada campuses. In February 2005, regional accreditation was transferred from the Commission on Higher Education of the Middle States Association of Colleges and Schools to the Western Association of Schools and Colleges.

Spring of 2022, TUCOM has its next COCA accreditation visit at the both the California and Nevada campuses. TUCOM is now a member of a very elite group of Osteopathic medical colleges to receive a ten-year accreditation without the next comprehensive accreditation scheduled for 2032.

Policy on Student Complaints Regarding Institutional Compliance with Accreditation Standards

The Dean of the College of Osteopathic Medicine or designee will address the expressed formal and informal concerns of students regarding institutional compliance with the Commission on Osteopathic College Accreditation (COCA) accreditation standards and procedures. Under most circumstances, a response to those concerns will be made in writing. If the complaints are judged to be valid, the Dean or institutional official designee will institute documented changes in institutional policy or procedures to bring the College of Osteopathic Medicine into compliance with COCA standards. Formal complaints filed through the AOA-COCA Assistant Secretary will be managed according to AOA-COM Accreditation Standards. All records of the proceedings regarding receipt, adjudication, and resolution of student formal and informal complaints in these matters will be maintained in the Office of the Dean.

Student Rights and Responsibilities in Reviewing Standards and Policies of Accreditation

Students have the right to review the standards and policies for accreditation of the institution as published by COCA. Copies of accreditation standards and procedures will be available through the Office of the Dean of the College or at <https://osteopathic.org/accreditation/standards/> by following the links under Education. Individual students (or their election class representatives) may register formal or informal concerns or complaints regarding the compliance of the institution with accreditation standards or procedures as published by the AOA-COCA. Informal concerns should be addressed to the Dean of the College of Osteopathic Medicine, preferably in writing. Formal concerns or complaints should be filed in accordance with the procedures of the AOA-COCA described in the COCA document “Accreditation of Colleges of Osteopathic Medicine: COM Accreditation Standards and Procedures” available online at <https://www.osteopathic.org/inside-aoa/accreditation/COM-accreditation/Documents/com-continuing-accreditation-standards.pdf>. These concerns must be in writing, signed and should be addressed to:

Chicago Office – Main Headquarters
142 E. Ontario St.
Chicago, IL 60611-2864

Toll-free phone: (800) 621-1773
General phone: (312) 202-8000
Fax: (312) 202-8209
predoc@osteopathic.org

Student Academic Grievance Policy

The COM fosters and encourages active participation of the student body in its academic life by keeping open channels of communication through which students may provide suggestions and recommendations to improve academic services and performance.

Any student or group can present a concern, complain, or grievance about academic quality either informally or formally in writing to a faculty member, or department leadership. If a satisfactory resolution is not found, the student or student group may appeal in writing to the Senior Associate Dean of the COM to intervene on their behalf. If further negotiation still fails to find a satisfactory conclusion to the issue, the student or group can seek further appeal to the Dean of the COM.

Degree Awarded

The Doctor of Osteopathic Medicine is conferred upon graduates of TUCOM who have fulfilled all the requirements for graduation published elsewhere in this handbook.

The Osteopathic Medical College

The curriculum of TUCOM is modeled and revised based on the mission of TUCOM. TUCOM strives for our students to acquire a sound foundation in the biomedical and clinical sciences for the study of osteopathic medicine, demonstrate the clinical skills and knowledge essential for postgraduate training with an emphasis on primary care, extend osteopathic philosophy, concepts and techniques to the

practice of osteopathic medicine, demonstrate the management and care of patients whose conditions of health deviate from normal, demonstrate the use of health education and disease prevention in patient care, demonstrate appropriate use of computer technology in the making of medical decisions and demonstrate the psycho-social and economic-legal context in which the practice of osteopathic medicine occurs to produce research that pertains the osteopathic medicine and the health care delivery system and to promote delivery of osteopathic healthcare in the community we serve.

The administration leadership of TUCOM strives to maintain a skilled and competent academic and clinical faculty, administration, and staff devoted to working in concert using contemporary educational and clinical facilities while maintaining current and innovative modalities of education and research. TUCOM strives to provide an optimum environment for all participants in the process of developing osteopathic physicians. Faculty development programs will be offered in order to ensure professionals the opportunities for growth, teaching improvement, evaluation strategies, and scholarly performance. TUCOM recognizes that the process of medical education is a continuum from undergraduate, graduate, and post-graduate training. TUCOM sponsors post-graduate programs in support of this continuum.

General Education Goals

The goal of TUCOM is to educate qualified students to become outstanding osteopathic physicians imbued with the philosophical principles and palpatory and manipulative skills of osteopathic medicine. It is the state purpose of the college to educate and develop primary care physicians in the osteopathic tradition. At the same time, it proposes to provide its students with a firm academic background so that those who wish may pursue successful careers in any medical specialty, research, or academia.

TUCOM has a defined set of learning outcomes for our educational program. These learning outcomes have been developed by the faculty to reflect the type of graduates Touro College and Touro University strive to educate. These learning outcomes reflect our mission statement and are well aligned with both the learning outcomes of TUC and the professional competencies of AOA-COCA.

TUCOM emphasizes primary care throughout the curriculum. Considering the national shortage of primary care physicians and particularly the shortage in rural areas, TUCOM stresses primary care on several levels, including an increased proportion of clinical time devoted to family medicine, sites for family practice rotations, cooperative efforts toward matching physicians with community need and early identification of undergraduate students committed to becoming rural primary care physicians.

Because research activities are a link to future developments in the osteopathic profession, all faculty members are encouraged to engage in appropriate research activities both at group and individual levels. To that end, funds are budgeted for research purposes each year and for participation in professional conferences, seminars, and developmental programs.

TUCOM D.O. Program Student Learning Outcomes

TUCOM has adopted the Osteopathic Core Competencies for Medical Students as our Program Student Learning Outcomes:

- Osteopathic Principles and Practices
- Medical Knowledge
- Patient Care

- Interpersonal and Communication Skills
- Professionalism
- Practice-Based Learning and Improvement
- Systems-Based Practice
- Structural Competency

For more information about each competency see pages 6-20 of [Osteopathic Core Competencies for Medical Students](#).

Synopsis of Curriculum

The curriculum of TUCOM embraces the interdependence of the biological, clinical, behavioral, and social sciences. The emphasis is on the education of physicians for primary care medicine and the specific roles of osteopathic principles in the maintenance of health and treatment of disease. The TUCOM curriculum is a continuously evolving educational program designed and developed by the faculty to adapt to the ever-changing expectations society places on medical education while fulfilling the mission of TUCOM. New courses and changes in existing course work are initiated by the faculty in their respective departments and are approved by the Curriculum Committee and the Dean. Please see the college catalog for detailed course descriptions.

All physicians, especially primary care physicians, must be capable of problem solving and develop expertise in diagnosis. In order to achieve these goals, the TUCOM curriculum emphasizes the integration of foundational biomedical sciences and clinical science aspects of medical practice. With this approach, practice in problem-solving becomes a part of the daily classroom and clinic experience.

The curriculum includes two principal phases:

Phase I

Teaching of the fundamentals of foundational biomedical sciences, followed by the study of the organ systems of the body, incorporating both basic and clinical sciences. This is integrated with an osteopathic approach to the art and science of doctoring including the fundamentals of history-taking, physical diagnosis, clinical reasoning, medical documentation, patient communication, primary care skills, and osteopathic principles, practice, and philosophy.

Phase II

Clinical experience and clinical clerkships.

The Philosophy of Osteopathic Medicine – TUCOM

Osteopathic medicine is a separate and distinct branch of medical practice that is based on a set of philosophic principles and stresses a comprehensive approach to the maintenance of health. Osteopathic medical education is unique in its emphasis on the neuromusculoskeletal system and its utility in the diagnosis and treatment of disease. It is the unobstructed interrelationship of all the body's systems by which we maintain health and disease is prevented. Founded in 1874 by Andrew Taylor Still, M.D. (1828-1917), osteopathic medicine makes use of the following principles that assist the osteopathic physician to look for health and not simply treat a disease state:

- The human body is a dynamic unit of function.
- The human organism is self-regulating and self-healing.

- Structure (anatomy) and function (physiology) are reciprocally interrelated.
- The function of the musculoskeletal system goes beyond support and may be vital in the diagnosis and treatment of disease.

Dr. Still's philosophy of health care and his worldview resulted in the introduction of some revolutionary concepts for his time:

- The role of the physician is to seek the health of patients, not simply to treat disease or symptoms.
- The human organism continually strives toward health and disease is a disruption of this process.
- Disease in any body system will affect the entire body.
- The work of the physician includes assisting the patient's own body in fighting disease.
- All qualified individuals, regardless of race or sex, should be given the opportunity to become a physician. (Dr. Still's medical school was the first of any type of school to have an anti-discrimination policy from its inception.)

What Makes Osteopathic Medicine Unique? – TUCOM

In the United States, there are only two types of medical schools – allopathic (grants M.D. degree) and osteopathic (grants D.O. degree). The osteopathic profession is a minority profession and consists of approximately 16% of the practicing clinicians in our country and 25% of all medical students in this country. In the past, the majority of osteopathic physicians practiced primary care (family medicine, general internal medicine and pediatrics) and tended to establish clinics in underserved or rural areas. Although this has changed, many schools of osteopathic medicine still lead the nation in the development of primary care physicians and physicians who work in rural communities. All schools of osteopathic medicine continue to embrace the basic tenets of Dr. Still and incorporate these concepts within the curriculum. All students in osteopathic medicine learn the traditional medicine curriculum plus develop competencies in Osteopathic Manipulative Medicine, a form of manual medicine originally developed by Dr. Still that is continuously enhanced by the profession. The philosophy of osteopathic medicine, first enunciated by Dr. Still in 1874, is still true today. Osteopathic medicine continues to emphasize preventative medicine, a holistic approach to patient care, and empowering the patient to strive toward health and not disease.

Licensure

Osteopathic physicians are required to be licensed by the states in which they practice. Each state has its own requirements for granting licensure and its own licensing board. Generally, a license can be obtained by successful completion of exams administered by the National Board of Osteopathic Medicine Examiners (NBOME), National Board of Medical Examiners (NBME), or by reciprocity from another state.

The examination given by the NBOME is the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) and is divided into three parts. Level 1 is a written examination and is taken following completion of Year II. Level 2 is a written examination (COMLEX-CE) usually taken following the completion of all core clerkships.

Level 3 consists of a written examination that may be taken during the first year of residency.

Osteopathic medical students are also eligible to be examined by the NBME which administers the United States Medical Licensing Examination (USMLE). This exam is also given in three parts but is not required for graduation, residency training, or licensure in the United States.

SECTION III: GENERAL ACADEMIC POLICIES

Satisfactory Academic Progress

All students, including those receiving federal aid, must maintain Satisfactory Academic Progress (SAP) according to federal and university standards. Students must review the TUC University Catalog and the official [TUC Satisfactory Academic Progress](#) policy for further information.

The Doctor of Osteopathic Medicine is granted to, and conferred upon, candidates who are of good moral character and who have satisfied all requirements as stated in the TUCOM Student Handbook Section on Graduation Requirements. A minimum of forty-five (45) months must elapse between the date of matriculation and graduation. All degree requirements, however, must be completed within six years following matriculation, including approved leaves of absence for up to two years.

Any student who, at the end of the academic year, fails to maintain satisfactory academic progress is ineligible to receive financial aid, including student loans.

Grading Systems and Promotion

TUCOM course grades are issued as Pass/No Pass (P/NP) or variation such as Pass/No Pass/Honors (P/NP/H). Each student must pass each course before being promoted to the next academic term. Transfer credits will have no effect on a student's financial aid or satisfactory academic progress status.

Completion Rate

All students are required to accumulate credits towards graduation and are expected to successfully complete all their attempted credits.

Repeat Courses and Remediation

Students may be allowed to repeat a failed course one time in order to obtain a passing grade if recommended for a retake by the Student Promotions Committee. Failed courses include course grades issued as NP. Students who fail a repeated course are subject to dismissal and may only attempt the course a third time if recommended by the Student Promotions Committee, and approved by the Senior Associate Dean or designee, however Title IV aid will not be awarded for any additional attempts at that course after the second. During the preclinical years, a student who is retaking a failed course for the first time and retaking any successfully completed course to retain their skills, may be eligible for financial aid for all courses retaken. Students not passing each course item reported on the transcript will be eligible for Title IV aid for one repeat of the entire course, regardless of scores reported on the transcript in other components of the failed course.

If a student repeats a course, both the original attempt and the repeated attempt will be counted for purposes of the maximum time frame and completion rate calculations of the [Satisfactory Academic Progress Policy](#).

As an alternative to repeating an entire course, students may qualify to remediate a course grade of NP (No Pass) before the grade reporting deadline, 2 weeks after the last day of class, only if the failed

material constitutes LESS than 30% of the course material. Remediation of less than 30% of course material may include submitting additional work for evaluation, revising prior assignments, or being reexamined on failed content per determination by the Course Coordinator. If a NP grade has been successfully remediated before the grade reporting deadline, a grade of P (Pass) will be reported to the Registrar for recording on the transcript.

Maximum Timeframe and Completion Rate

Due to the serialized nature of TUCOM’s DO program curriculum, the quantitative component of the financial aid satisfactory academic progress is measured by minimum cumulative credits successfully completed based on an Academic Year Scale (listed below). Students in the TUCOM DO program are required to complete degree requirements within 150% of the standard time to achieve the degree (six calendar years following matriculation, including any approved leaves of absence). The chart below reflects the minimum number of units required per full-time equivalent academic year a student must successfully earn to complete the program within the 150% maximum timeframe allowed.

Cumulative Units Required			
Full-Time Academic Year	Anticipated Per-Year Course Completion	Typical 4 Full-Time Equivalent Academic Year Completion Progress	Maximum 6 Full-Time Equivalent Academic Year Completion Progress
1	42.5	42.5	14.0
2	40.5	83.0	41.5
3	73.5	157.5	56.5
4	60.0	216.5	83.0
5			157.5
6			216.5

If it is determined that a student will be unable to graduate within the 150% timeframe, the student will become immediately ineligible for financial aid and may be withdrawn from the TUCOM DO program.

Student Counseling Services

All students have access to the Student Counseling Services. Student Counseling offers **STRICTLY CONFIDENTIAL** individual and couples counseling to currently enrolled students of TUC. Student Counseling Services helps students to navigate personal life and mental health issues that may impact them on their journey as a student. Common issues that students bring to counseling are stress, anxiety, depression, relationships, family issues, academic stress, and other challenges. There are no fees for these services.

Counseling can be accessed by calling 707-638-5292

24/7 Phone Counseling 707-638-5292 X3

Student Counseling Services is located in the Student Health Center on campus at 89 Cossey Street.

For more information, please refer to the Student Counseling Services section of Campus Resources in the University Catalog.

Faculty Role in Academic Mentoring and in the Assessment of Professionalism

The Wellness, Academic Achievement, Resilience and Mindfulness (WARM) program is a faculty, staff, and student led program that aims to develop a strong professional identity of wellness, lifelong learning, and self-care among students and future physicians.

WARM is embedded in the [Academic Mentor Program](#) plays an important role at TUCOM. This program fosters an integrated and caring approach to students' professional identity and success. Students and faculty work very closely together during the academic program. This kind of educational interaction permits students to get to know their teachers and vice versa. Students should feel free to contact their faculty mentor as frequently as necessary for advice, encouragement, and support. At a minimum, the faculty mentor is an advocate who takes a personal interest in their assigned students. Faculty mentors assume a pro-active role and become involved with their students when performance levels fail to meet minimum academic and professional standards.

The Protocol for the Mentoring Program Is as Follows:

- Students are assigned faculty mentors before matriculation.
- Mentors meet with first- and second-year students a minimum of once in the Fall semester and once in the Spring semester.
- Mentors meet, either in person or by phone/video once in the third year.
- The student completes the WARM Mentorship Form before their mentorship meeting.
- The mentor fills out their portion of the WARM Mentorship Form at the conclusion of the meeting with the student.

Students may request to change their mentor if they determine they have developed a more solid mentoring relationship with a different faculty member or if their mentor leaves the university. They simply fill out a change of mentor form located on the Student Intranet and submit it to the Office of the Assistant Dean of Academic Affairs. An email from the students must also be sent indicating their intent to switch mentors. This email must be sent to the old and new mentor, as well as the Assistant Dean of Academic Affairs.

Faculty should notify the Chair of the Academic Integrity, Conduct, and Professionalism Committee if there are any concerns regarding professionalism in any student by using the Academic Integrity Violation Report Forms (AIVR).

Participation of Students in Extracurricular Health-Related Activities

Community service is a mission-related activity of TUCOM and is encouraged. TUCOM 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. This policy sets forth guidelines and an approval process for participation in any health-related extracurricular activity.

TUCOM and/or TUC approved extracurricular health-related activities are approved by Student Affairs. Students should refer to the TUC catalog for details.

TUCOM/TUC sponsored events are not approved if held on the Jewish Sabbath or on any Jewish holiday that is officially observed by TUCOM. Urgent or emergent events may be permitted with approval from the Campus Rabbi, as well as the TUCOM Senior Associate Dean or the Dean, as well as Student Affairs for TUC.

Students on Academic Probation are not eligible to serve as officers of any official university club, committee, class, or activity, or representing the College in any campus organization or off-campus conferences, and events without explicit permission from the Dean or their designee.

Students on Academic Probation will be asked to self-assess the number and types of extracurricular activities in which they participate to determine they are placing their priorities in the correct area (academics).

Students who are not current with their Student Health matriculation requirements may be prohibited from participation in extra-curricular health-related activities.

TUCOM's Commitment to Structural Competency and Inclusivity

Safe-Learning Environment

All TUCOM learning spaces are considered safe-learning environments that are dedicated to respectful discourse, equitable opportunity, and trauma-informed educational practices.

While some curricular topics may be difficult and possibly triggering, students are afforded multiple ways to access materials to help reduce discomfort/stress. Faculty, learning specialists, and mental health professionals are also available to help students who find certain topics particularly challenging to study.

Medical training aims to prepare students for stressful situations that can address difficult topics. While TUCOM aims to reduce stress during learning as much as reasonably possible, there is material that is necessary for the education and preparation of future clinicians. If material is deemed necessary/mandatory for training, then there is no exemption for students to engage with that material. The student should work with the course coordinator/lead to find the best way for the student to productively engage with material.

Accountability in Both Learning and Social Spaces

Issues of bias such as, but not limited to, racism, sexism, ageism, homophobia, transphobia, ableism, and weightism are antithetical to TUCOM's commitment to safe learning environments. Avenues for addressing these issues are available via the TUCOM Director of Diversity, Equity, and Inclusion,

Inclusion, Diversity, Equity, and Anti-racism (IDEA) Committee, TUCOM Academic Affairs, and TUC Human Resources

TUCOM remains committed to ensuring learning environments and TUCOM instructors fairly and equitably accommodate students with documented learning ability challenges. For more information, please refer to the University Catalog section on disability management.

On-campus and campus-sponsored social spaces adhere to the same policies and processes in this section, providing a safe environment for all who attend.

Trauma-Informed Care Modeling and Training

In both Osteopathic Principles and Practices and Osteopathic Doctoring courses, trauma-informed care is modeled and taught to students for current and future patient interactions. Consistent with trauma-informed care, informed consent is a prerequisite for interactive, hands-on activities.

Faculty development training is provided to both pre-clinical and clinical faculty for teaching and modeling these skills.

Diversity, Equity, and Inclusion in All Aspects of TUCOM Activities

The content and phrasing of TUCOM policies and procedures aims to support and promote diversity, equity, and inclusion. Students who feel that any policies, processes, and/or activities are exclusionary, are encouraged to bring their concerns to the TUCOM Director of DEI or any members of the faculty and/or leadership (including Course Coordinators, Department Chairs, Deans at TUCOM, and/or TUC Student Affairs).

Lab/Clinical/Rotations Dress Policy

Your personal appearance is the first statement you make about yourself and your profession to patients, other health professionals and to the public. Our programs are located both on our campus and in off-campus settings that will bring you in contact with patients, health professionals and other visitors. Dress is an outward reflection of your professional attitude.

Because of the importance of appearance in conveying a professional attitude, TUCOM has established dress standards that will be adhered to by all students to help ensure you represent Touro and present yourself in the best way possible. Dress standards may vary across academic activities and variations will be clearly spelled out in course syllabi and communicated by Course Coordinators. Please be mindful of the professional space as an inclusive space that is considerate of the perspectives and needs of all present [and absent]. Please see the TUCOM Professional Standards in Appendix C and refer to the section on the Dress Code Standards.

Attire should not reveal undergarments. Form-fitting undergarments must fully cover genitalia in all different positions required for all physical examinations and academic events. Course Coordinators will consider time needed for students to change into the proper attire when OD and OPP sessions may be sequential. OPP and OD Course Coordinators will provide clear graphic examples of acceptable attire in

the course syllabi (see below). While the OPP and OD lab attire is similar, there are some differences and students should review details and follow appropriately for each course.

Religious and personal dress code accommodations may be provided by contacting the Office of Student Affairs and engaging in the accommodation process.

Osteopathic Principles and Practice (OPP) Lab Attire

For all OPP Labs and Practical Exams (with student partners) – Dress must be modest yet allow for examination and treatment by the students' laboratory partners, including observation and palpation. Loose-fitting, lightweight shorts and tops work best. We suggest at least a 6" inseam on shorts or having a liner underneath given some of the motions that will be performed in labs. Leggings are allowed unless it is a lab that features examination and treatment of the lower extremities. Alternatively, if the student is cold during lab, they may wear their shorts underneath loose-fitting long pants that can be easily removed for an examination. IF, the exam is exclusively below the knee in the lower extremity, then loose-fitting pants that can easily roll up above the knee are acceptable. Stiff fabrics (such as leather or denim) are not acceptable and lab attire should NOT have buttons or zippers that may damage the exam table upholstery. Students who wish to cover their breast tissue are required to wear a sports bra-type garment that covers the breast tissue and allows for exposure of the thoracic spine when necessary for examination and treatment at a novice level. If you have questions regarding this, please ask your Course Coordinator directly. If further layers are required for comfort, they should be easily removed for physical examination purposes. If students have any questions about appropriate lab attire, please speak to your Course Coordinator(s) for clarification. Appropriate PPE as specified by the Course Coordinator/faculty/TUCOM administration must be worn at all times while in a lab setting.

Osteopathic Doctoring (OD) Lab Attire

Clinical Skills/Physical Diagnosis Labs and Practical Exams. During a lab or assessment, a student may need to demonstrate location for a particular exam technique on themselves for the preceptor. When assuming the role of the patient, students will wear their personal hospital gown over their Doctoring Attire listed below:

- Loose-fitting, lightweight shorts and a top (sports bra can be worn under their shirt for those who wish to cover their breasts are optimal for when the student is the Patient)
- Stiff fabrics (such as leather or denim) are not acceptable.
- Loose-fitting long pants that can easily roll up past the knee are acceptable.
- Students are required to wear their hospital gown (sports bra can be worn under their shirt for those who wish to cover their breasts when they are in the role of the Patient).

Gross Anatomy Lab Attire

- Shoes with closed top, heel, and toe (this is an OSHA requirement, and no exceptions can be made under any circumstances)
- Scrubs top and bottom (to be purchased by students)
- Gloves (to be purchased by students)
- Face shields (to be provided by the University)
- Face masks (to be provided by the University)

Please note that no hats of any kind should be worn in the Gross Anatomy Lab except for the wearing of a head covering for religious reasons.

Examination Attire

A head cover for religious reasons or white noise devices provided by Student Affairs may be worn during examinations. Course Coordinators will communicate specific dress code expectations for lab and practical exams. TUCOM proctors are responsible for maintaining a fair testing environment and may ask a student to remove a hat or other item worn for non-religious reasons if it is distracting or could otherwise bias the exam results.

Clinical Experiences and Rotations Attire

On clinical experiences during the pre-clinical training years and rotations, students must wear dress that is professional in nature. White coats with TUC issued name tags are required. Professional appearance includes good personal hygiene and selection of accessories, fragrances, hair color, jewelry, body piercings, and clothing that do not interfere with or distract from the patient encounter and that may cause concerns with affiliated faculty, hospitals, or patients. Specialty rotations or specific training sites may designate other prescribed dress standards such as scrubs and/or tennis shoes. Students may be asked to change their appearance to conform to the dress code of clinical experience and rotational sites. Compliance with on-site expectations of appearance within the general provisions for religious observation is a standard of Professionalism.

Name Tags – TUCOM

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

Example: John Smith
 TUCOM
 Osteopathic Medical Student

Course Management and Examination Policies

Posting of Course Materials on the Learning Management System (LMS)

Learning materials, including lecture (e.g., PowerPoint™) presentations and required laboratory or small group assignments/readings are to be posted on the LMS as early as possible; however, they must be posted a minimum of 1 week prior to the scheduled learning event. If, for any reason, this deadline cannot be met, a notice must be posted as to when the materials will be posted, and the Course Coordinator must be notified as to the reason for the delay.

Once the materials are posted, any corrections or changes that require a later re-posting must be identified clearly and any potential impact on grade-bearing activities (examinations, team-based learning requirements, etc.) must be explained.

Audited Courses

Students who are matriculated in the program and request or are recommended to audit a course (including lectures, labs, or other course-related activities) may do so without being registered for that course, only by arrangement with the Course Coordinator and approval from the Associate Dean of Academic Affairs. A student auditing a course is not permitted to participate in exams or other assessment activities unless specific prior arrangements are made with the student and Academic Affairs. Certain lecture and lab activities might be designated as unavailable to auditing students, and the student may be asked to cease attending the course, at the discretion of the Course Coordinator. The Course Coordinator may drop the student from the course for nonattendance or when the presence of unregistered students may disrupt the pace or flow of classes and related activities for registered students. Persons not matriculated in TUC programs who would like to attend TUCOM classes at TUC may be allowed to do so only by special arrangement with the Dean of the College of Osteopathic Medicine.

Standardized Display of Grades in LMS

Standardized Display of Event Scores and Cumulative Course Scores

- Reporting of quantitatively scored events and cumulative course scores in LMS and other platforms and reports such as Canvas™, ExamSoft™, ProgressIQ™, and Subject Mastery Reports for student use will include only the individual student score and the class mean.
- Students who wish to know their performance relative to their peers (e.g., percentile rank, z-score, class rank) must request this information from Academic Affairs.

The first several columns in the gradebook will display the running totals for each graded item reported on the transcript, such as subdisciplines, and the course overall. The gradebook will report every item identified in the syllabus as a criterion to pass the course. Course coordinators will confirm the gradebook location of each criterion to pass the course to Academic Affairs, on request, at the beginning of each semester.

Recognizing the interest of students and other stakeholders in maintaining up to date awareness of student progress and standing in each course, running totals of all criteria to pass the course and every component reported on the transcript will be updated promptly after each scored event. Course coordinators are responsible and accountable for the content and reliability of the gradebook.

Course Syllabus and Grading Grid

Each course will provide a detailed syllabus with attached grading grid to the students, posting in the LMS, and after curriculum committee approval, no later than the first day of classes. This is the –contract with the students regarding their academic assessments and course requirements.

Standardized Display of Weighting

- For every course, a grading grid will be created that shows all scored activities or categories of graded scored activities. In the event that weights are to be applied, the planned weight in each graded item and the course overall and each component reported on the transcript will be indicated. The grid will also show that the planned weights equal 100% in the course overall and each component reported on the transcript. If no weighting scheme is applied an “X” will be

used to indicate whether a graded activity will be included in the score calculated for any graded item or the course.

- The grading grid approved by the curriculum committee will be published in each course syllabus and placed in the online instructional platform.
- If the plan grid is revised, the approved revision will be posted, and the students will be advised of the change by the course coordinator(s).

Grading Criteria Changes in Syllabi

Changes to the grading policy in an approved syllabus are only permitted if approved by the Associate Dean of Academic Affairs.

“Makeup work”: When an ongoing academic activity is cancelled, and only a fraction of the student cohort is able to complete it, makeup work may be assigned commensurate with the missed activities (only for those who missed them) and scored and graded accordingly using the original criteria.

“Reweighting”: When a current academic activity is cancelled, the grade originally assigned to that activity will be reapportioned equally across grading criteria for those students not able to perform such activity.

Once grading changes are approved, Course Coordinators will include them in a revised syllabus that will be circulated among students and posted on the online education platform. Written notification will be provided to all students in the class regarding the changes in the syllabus.

Use of Non-Scheduled Quizzes for Course Credit

Inclusion of points from non-scheduled quizzes within the total grade for a course is permitted, with the following stipulations:

- The fact that there will be non-scheduled quizzes for credit must be stated clearly in the course syllabus.
- The percentage of the total course grade to be derived from non-scheduled quizzes shall be stated in the syllabus either exactly or “not to exceed 5%.”

Use of References During In-Class Quizzes

(Announced or unannounced)

Unless otherwise informed, students should assume that all quizzes are closed book/closed notes/closed device. If the faculty wishes for students to consult references such as books, notes, phones, the internet or other devices or technologies, an announcement to that effect will be made in the LMS when learning event materials are posted, at least (1) week prior to the learning event.

Access to the Gross Anatomy Lab

Students will generally have access to the anatomy lab 24 hours a day, 7 days a week, unsupervised. The anatomy lab will be closed to all students when an anatomy laboratory practical exam is being set up and when an anatomy laboratory practical exam is being administered. The schedule for these days and times can be obtained from the Anatomy Lab Manager.

While Lander Hall is closed on the Sabbath and Jewish holidays and after business hours from 8pm till 6:00am, students will still be able to access the anatomy lab after hours by signing in with Security (until the implementation of card key access). Importantly, access to cadaveric material for medical education is a privilege. To maintain this privilege, students are expected to follow the rules of the anatomy laboratory at all times. Failure to do so will be viewed as a severe breach of professionalism and subject to sanctions stated in the Code of Conduct/Professional Promise of this Student Handbook up to and including dismissal from the COM

The Touro University Gross Anatomy Lab offers a hands-on, interactive learning space for exploring the human body. The bodies available for dissection were donated by individuals who wanted their remains to be used for education and/or research. They should be treated with the utmost respect at all times.

Students must comply with these rules:

- Students should never open the lab to strangers.
- Guests may visit the lab only if approved by an anatomy faculty member and only during a scheduled anatomy lab session with at least one faculty member present.
- Students must always log their after-hours time in the lab. To do so, they must sign in at the Security desk prior to entering the lab and they must sign out when they have finished using the lab.
- For safety, the doors to the anatomy lab must always remain closed.
- No cadaveric material should ever be removed from the anatomy lab for any reason. The same applies to anatomical models, computers, and other learning resources.
- Cameras, cell phones, or other photographic or video equipment are never permitted in the lab unless approved by an anatomy faculty member. No photography or video is ever permitted after hours. Posting online of any photos or video is strictly prohibited.
- Cadavers should be appropriately always covered and should be properly wrapped and covered prior to leaving the lab.
- Food or drink should never be brought into the lab.
- Other than a guard stationed at the Security desk, students accessing the anatomy lab should know that the building is otherwise closed and unoccupied. In the event of an emergency, dial 85804 or 707-638-5804 for security 24 hours a day or dial 9-911 for emergency calls (police, fire, ambulance).

Ultrasound Lab Use

Curricular Use:

- Scheduling – all curricular events will be listed in advance on Canvas. Any extracurricular activities must be submitted in writing/email and subsequently pre-approved by the US Curriculum Director a minimum of 4 weeks in advance so that they may be coordinated with any ongoing or scheduled curricular events.
- Hours of Use / Security Lock-up – the US Lab will always remain locked unless in use for curricular events or pre-approved extracurricular events.
- Each event must be attended by a TUCOM faculty member.
- Care, Upkeep, & Re-supply of US Units – it is important to replace paper drapes, refill US gel containers, clean all transducer surfaces, and perform general room clean-up immediately after each use. This will typically be done by the attending Faculty since these items are kept in the locked US Lab Closet. The Department of Clinical Sciences and Community Medicine

Chair should be notified immediately if there are any issues with the supplies noted above.

- Food & Drink Policy – no food or drink is allowed in the lab at any time. Liquid containers should not be brought to the lab.
- Keyed Access – Only Faculty attending curricular or extracurricular US Lab events are allowed to possess a key to the US Lab for the event. At no time are students allowed to possess these keys.
- Sign-in – required by all students entering the US Lab, whether for scheduled curricular labs or extracurricular events. These sign-in sheets will be collected by the faculty in attendance for each event.
- Faculty Events / Professional Use – typically these events will be limited to Faculty, though may be open to a few students. May involve CME or other learning events throughout the year from current or visiting Faculty.
- No US equipment may be ‘checked-out’ by anyone for any use without consent by and US Faculty will also be present for this use.
- This learning space is also the primary location of the TLC (OMM Teaching and Learning Center) of the OMM Department.
- Please direct any and all questions regarding the above to the US Curriculum Director, the Chair of the Department of Clinical Sciences and Community Medicine or the Chair of the OMM Department.

Extracurricular Use:

- “Extracurricular” use is defined as any other than typical Curricular use of the US Lab and the TLC, such as the Medical Imaging Group or other student organization events not required as part of graduation requirements. “Gel Rounds” are considered extracurricular events.
- All aforementioned items under the heading, “Curricular Use” apply to any extracurricular use as well.
- Curricular events take precedence over extracurricular events.
- Any extracurricular activities must be submitted in writing/email and subsequently pre-approved by the US Curriculum Director AND the OMM Department Chair or their designee(s) a minimum of 4 weeks in advance so that they may be coordinated with any ongoing or scheduled curricular events.
- Please direct questions regarding the above to the US Curriculum Director and the Chair of the OMM Department.

Examination protocol

Examination Schedules

The responsibility for developing and coordinating these schedules rests with the participating Course Coordinators, Department Chairs/Program Directors, and Associate Deans.

Examination Procedures

The COM uses computerized off and online instruments to examine and assess student learning, competence, and readiness for board examinations, Computerized examination environments are subject to frequent updating of hardware requirements, software, and platforms. The COM strives to stay abreast of computerized testing requirements.

In the event of computerized testing failures, delays, or cancellations due to connectivity, hardware, software, or related issues, the COM will allow the student to take or retake the exam under fair and similar circumstances. In no case will the student receive partial or total credit for missed or lost questions due to computerized testing failures.

Both the student and faculty member/instructor/proctor are responsible to be familiar with and ensure that the examination protocol is followed consistently. The following are the procedures that are to be followed when administering an examination:

- Students are required to be present on time for all scheduled examinations.
- Students are required to download and register computerized testing software on their personally owned laptops. Instructions are emailed to students once first semester enrollment is verified.
- Faculty will post computer-based exams at least forty-eight (48) hours before administration to allow students ample time to download prior to exam day.
- Students are expected to bring their own laptops with appropriate exam downloaded and ready to go on exam day. In case of emergency laptop failure, students are expected to notify the proctor ASAP.
- On completing the exam, students may only leave the room after presenting their laptop to the proctor to verify successful upload of the exam file, unless otherwise instructed by the proctor.
- Students arriving after the exam start time, but less than 20 minutes late will be permitted to sit for the exam with no change to the completion time announced.
- A student won't be permitted to sit for the exam if they arrive more than 20 minutes after the scheduled start time. Students unable to attend a scheduled examination for any reason must notify the Associate Dean of Academic Affairs or designee as soon as possible prior to the start of the exam. Student should also notify the course coordinator for that individual exam. Contact may be in person or via voice mail or e-mail. The Associate Dean of Academic Affairs or designee will immediately notify the Course Coordinator of the student's absence and will determine (within forty-eight (48) hours) whether the absence is excused or unexcused and notify the Course Coordinator and the student of the decision. Absences due to illness must be supported by a physician's note in all cases. If the reason for the absence is judged by the Associate Dean of Academic Affairs or designee to be caused by a circumstance or condition that may impact the student's future academic progress, the Associate Dean of Student Affairs will also be notified. All communications and decisions regarding excused absences must be recorded by the Associate Dean of Academic Affairs or designee.

Make-up examinations must be completed within three (3) business days of the student's return to campus, scheduled at the discretion of the course coordinator.

In the case of a more prolonged illness or extenuating circumstances, the make-up must be accomplished within three (3) business days of the student's return to campus, scheduled at the discretion of the course coordinator after release by a physician/mental health practitioner or reasonable resolution of the extenuating circumstances. Extenuating circumstances may require an extension of the make-up period. This will be coordinated by the Course Coordinator and Associate Dean of Academic Affairs or designee. Excused absences for non-emergent situations, such as professional conference attendance, personal events (such as weddings, birthdays, etc.), that are known in advance must be presented to the Associate Dean of Academic Affairs as early as possible, but a

minimum of 30 days in advance of the event. If the absence is excused, it is necessary for the student to communicate with the course coordinator(s) a minimum of two weeks prior to the missed event to arrange make-up event(s).

When an examination is to be rescheduled, every effort will be made to ensure the examination does not conflict with other regularly scheduled learning events. As much as possible, make-up examinations must be scheduled so as not to conflict with other required learning events.

Requests for an excused absence after the fact are not typically granted and may be subject to review by the Academic Integrity, Conduct, and Professionalism Committee (ACP).

A second unexcused absence may result in an Academic Integrity Violation Report to the ACP Committee. If the loss of professionalism points exceeds 30% of the professionalism grade, it may result in failure of the professionalism sub-discipline.

Failure to make up the examination within the specified time period will result in a score of "Zero (0)" for that examination.

If a student fails to appear for an examination, the proctor or Course Coordinator will notify the Associate Dean of Academic Affairs or designee.

*** Refer to the Tardiness and Unexcused Absence to Major Exam Policy and Procedure in Appendix A.

Examination Decorum

Examinations provide feedback that is essential to learning. This not only reflects what the student has learned, but also the quality of delivery and content presented. It is therefore essential that examination decorum must always be maintained to ensure fairness and validity. Students are expected to always maintain a decorum and demeanor that is consistent with accepted academic and professional standards during examinations.

Upon entry to the examination site, the student must place all books, notes, study aids, coats, and personal possessions on the stage or on the floor at the back of the room so as not to impede the aisles or exits or in their lockers. Students will be permitted to have a water bottle at their seat during an exam. They may also have one writing utensil in addition to the pencil provided and a mouse for their computer. No other equipment will be permitted. No food will be permitted. No watches or other devices, such as a fidget spinner will be permitted during the exam. If a student has a medical condition requiring them to have an exception to this policy, they should contact Student Affairs Disability Management for assistance. No talking is allowed once an examination starts. For computer-based exams, once the password has been revealed, no student may type "Begin" and advance to the first question until instructed to do so by the proctor. No student is permitted to open an exam file without authorization, under any circumstances. Students are expected to uphold the Code of Responsibilities and Rights of the Students of TUC. Any student engaging in dishonest acts during an examination, including unauthorized opening of an exam file, is subject to disciplinary action.

A limited number of restroom passes are provided at the back of the Exam Hall. Student may take a pass and go the restroom as needed. No cell phones or similar technological devices are allowed to exit the room with students at any time. No conversations outside of the exam room should occur while the

exam is in progress.

The wearing of a headpiece for religious reasons or white noise devices provided by Student Affairs is permitted during an examination. Exam proctors may ask any student wearing a hat to remove it, if deemed distracting or otherwise may bias exam results. Foam ear plugs are permitted without special permission. For all other noise-reducing devices, students should contact Student Affairs Disability Management.

Failure to comply with this or any other reasonable request from a proctor will result in the immediate suspension of the student from the examination. In such instances, the student may receive a zero for the examination.

Examination Challenges

Following the administration of every exam, students will have the opportunity to view and submit challenges of examination items in an environment that ensures the security and confidentiality of exam items. This may occur as group review in the form of a TBL group examination, group review after the exam is completed or individual review during the exam testing period.

Posting and Reviewing of Exam Scores for Years 1 and 2

- Every effort will be made to uniformly apply the following policy to all courses given during the first two years:
 - In a period where multiple exams are to be administered in a week, posting of exam grades will generally be withheld until the last regularly scheduled exam is completed.
 - If it is determined that another exam in the same course will be given, without allowing time for the PASS Team to provide student support, the exam grades may be posted at an earlier date.

Exam results will usually not be released to students until all regularly scheduled exams in the current sequence of exams are completed. However, a Course Coordinator may choose to release exam scores prior to completion of make-up exams for any course(s).

The Course Coordinator will post grades within three working days of the examination as scheduled, even if it occurs in a in a sequence of exams.

Every effort will be made to have examinations ready for review within two working days of the end of the exam block.

After examinations are available for review, the student representative has three working days to meet with and present appeals to the Course Coordinator. A final decision will be reached and grade changes, if any, will be posted within 3 working days of that meeting. If the student course representative does not communicate with the Course Coordinator, the grades will stand as originally posted.

Posting of final grades will follow and comply with TUS policies and all grade reporting deadlines as described by TUS.

It is the responsibility of the faculty to provide accurate grades to the Registrar and to adhere to the

timelines as dictated by TUS.

Individual students should not contact the instructor for special consideration.

- Any grade changes after the final grades are provided to the Registrar must be submitted to the Associate Dean of Academic Affairs and the Course Coordinator. If it is determined that a mathematical calculation error has occurred, an Official Change of Grade Form will be submitted to the registrar after the required approvals are obtained.

Attendance Policy

TUCOM Pre-Clinical Attendance Policy

The mission for the college is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy, and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and post-doctoral education, research, community service, and multidisciplinary and osteopathic clinical services. Therefore, all COM students will be held to the same academic standards.

For the purposes of this Policy, a business day is considered a Touro business day; that is one in which Touro is open for business.

Attendance Policy:

Pre-Clinical Years (OMS1 and OMS2):

The policy regarding absences from required pre-clinical experiences is intended to maximize the learning for each student and is aligned with the expectations for osteopathic physicians and physician-trainees. Excessive Absenteeism from the mandatory curriculum does not allow students the exposure, application, practice, and development of the knowledge, skills, and attitudes necessary to become an osteopathic physician.

This section of the Handbook outlines a process for which students need to communicate planned and unplanned absences and follow-up on coursework missed due to an absence. **The student will be held accountable for all required coursework in order to receive academic credit.** As a supportive COM-unity that values wellness and well-being, the TUCOM faculty, staff, and administration recognize that various circumstance – emergent or otherwise – will require members of our community to occasionally be absent from class or other required activities. We must work together to support each other during circumstances that take us away from our commitments.

Students are expected to attend at least 79% of the mandatory curriculum (including but not limited to learning events such as lectures and labs deemed mandatory, as well as quizzes and exams), as outlined in each course syllabus. Mandatory events are clearly defined in each course syllabus; these are required learning events that are necessary for the success of each student. The 79% attendance is calculated separately for each course.

For purposes of this Policy, 79% attendance applies to an event in its entirety. That is, mandatory learning events – labs, lectures, etc. defined as mandatory in the course syllabus – must be attended in

full as explained in this policy to count toward the 79% attendance.

Any student who is more than 30 minutes late for a mandatory learning event will be considered to have missed the event in full.

Absences shall be categorized as follows:

- **EXCUSED ABSENCES.** Documentation will be required for Excused Absences. Excused Absences shall consist of the following:
 - Medical illness
 - Emergencies
 - National, Regional, or State professional meetings pre-approved by the Associate Dean of Academic Affairs
 - Mandatory Court Appearances
 - Emergency medical appointments
 - Funerals of immediate family members
 - Military obligations on orders (National Guard/Reserve)
 - Natural Disaster or severe weather.
- **UNEXCUSED ABSENCES.** All other absences are considered Unexcused, including when a student fails, regardless of the reason, to provide documentation for what would otherwise be considered an Excused Absence.
 - An unexcused absence represents a lapse of professionalism and may be recorded in the Professionalism Competency for the course.

All absences, whether Excused or Unexcused, shall count toward the 21% absence threshold. Course-specific events requiring Excused Absences can be found in each course syllabus.

Process Overview:

- Absences from non-mandatory classes/learning events do not require any action.
- Absences from **Mandatory** Curriculum:
 - ***ALL reasons for absence will count towards the 21% maximum allotted time missed.***
 - Course Coordinators will track the individual absences in the gradebook. Students who reach 12% absences will be asked to meet with the Course Coordinator to discuss their trajectory for success in the course. Students who reach 15% absences must meet with the Academic Affairs department to discuss any specific student needs and concerns that may negatively impact their success.
 - A student who exceeds 21% absences from mandatory events will be referred to both the SPC and ACP to address next steps. This may include placing the student on Academic or Professional Probation, taking a leave of absence, and repeating the course. Academic Probation and/or Professionalism Probation are reported on the student's final transcript.
 - **Prior to the absence**, to the extent possible, the student must contact the Course Coordinator and the learning event lead of the planned absence.
 - Without approval for extenuating circumstances, make-up examinations or assignments are due within three (3) business days of the student's return to campus, with the time and date of the make-up examinations at the discretion of the Course Coordinator.

- The student is responsible to obtain all make-up work and complete it in a timely fashion. Assignments that may have a make-up option available per the syllabus should be made-up within three (3) business days of the student's return to campus.
- The student must submit the **Absence Notification Form (ANF)**. The form is located in Appendix D of the Handbook, at this [link](#) and on the Student Intranet. A form should only be submitted when a student knows that they cannot attend a mandatory event. Every absence form submitted will activate an automatic email receipt to the student and will populate the Absence Summary Record. This form will be received by the Academic Affairs Department and reported to the course coordinators.
 - **A submission of an ANF must be submitted no later than thirty (30) minutes after the start of the mandatory event**, when possible. Exceptions due to an emergency need to be approved by the Academic Affairs department. A pattern of repeated late submissions will result in a negative professionalism report. Failure to complete an ANF will result in a professionalism lapse within the appropriate course(s).
- *Students are encouraged to utilize an absence when they are experiencing illnesses that may be transmitted to other students, faculty, and staff.*
- **Routine appointments**, such as healthcare provider visits, automobile servicing, etc., should be scheduled on days other than days with mandatory events. Unavoidable planned appointments should be submitted at the beginning of the term or as soon as the dates are known.
- **Jury duty**: Any student who receives a summons to appear for jury duty must immediately notify the Academic Affairs department. They will assist the student in providing documentation regarding mandatory learning events to present to the court. Please note that the court makes the final determination whether the student may be excused from jury duty and is not required to (and therefore might not) accept the student's documentation. If the student is not excused by the Judge or prefers to serve their jury service, they must submit an ANF immediately. **The student must provide proof of service, including the dates/times they served and their expected date to return to campus.**
 - *Sometimes a court may offer to delay a student's jury service. If this occurs, the student may not immediately receive new dates for jury duty and must consider whether it is better to serve their original dates for jury duty or to wait and see what new dates are received from the court, even though it may possibly fall during a busier time academically.*
- **Multi-day absences are discouraged.**
 - **Special note for illness**: If an illness lasts more than two (2) days, a note from a medical provider is **required**.
- **Planned Absences**: Students should meet with the Course Coordinators to discuss all implications prior to finalizing any arrangements for a planned absence. Meeting with the Course Coordinator allows the student to understand the impact on their course work. If the student is expecting to miss major exams (examsoft exams and practicals), they must also meet with Academic Affairs. Examinations and practicals must be made up within three (3) business days of the student's return to campus. Planned absences, whether personal reasons or conferences, require thirty (30) days' advance notice.
 - Students will follow the holidays and break schedules according to the official school calendars. If a student follows holidays not recognized in the TUC and/or

the COM calendar, they should submit an ANF at the beginning of the term, or no later than thirty (30) days prior to the planned absence.

- Conferences and Research/Poster Presentations: If a student is required to attend a conference due to a research project or leadership position, any applicable ANF forms must be submitted a minimum of thirty (30) days in advance with all required details. The student must be in good academic standing. Failure to submit the planned event (whether conference or personal event) at least 30 days in advance may result in a professionalism lapse in the courses they will miss.
 - Major life events such as weddings, honeymoons, or other special family circumstances that are planned require submission of the ANF a minimum of thirty (30) days prior to the absence.
- Attendance Policy for Clinical Rotations: A third- or fourth-year student will follow the procedures for requesting an excused absence that are detailed in the Clinical Rotation Manual for Students and Faculty, section on "General Student Protocols," which includes submission of the proper request forms and approval by the preceptor as well as by the Associate or Assistant Dean for Clinical Education of TUCOM.

Student Absences to Attend Off-Campus Conference and Events (Professional or Personal)

TUCOM will grant excused absences to students to attend the following events, provided that the event does not conflict with mandatory activities that cannot be reasonably made up. All elective events require a thirty (30) day advanced notice to the Academic Affairs office via an excused absence form. As stated above, these events will count against the required 79% attendance of all mandatory events.

Examples include:

- Meetings for which the student would attend as an officer or designated representative of a university or College chapter of the organization.
- Meetings at which the student is presenting a talk or a poster as a representative or author from Touro University.
- American Academy of Osteopathy Annual Convocation, American Osteopathic Association - OMED Annual Conference and Osteopathic Physician and Surgeons of California Annual Convention and/or Annual Fall Conference.

All other meetings are considered optional events that the student may choose to attend but they may not receive credit (points) for course activities scheduled at those times, as well as count against their required 79% attendance at mandatory learning events

Personal events such as weddings, family gatherings, etc.

These event(s) should not exceed one day of excused absence.

The following procedures are to be followed when requesting an excused absence to attend meetings or

events in any of the above categories:

- A first- or second-year student will fill out an Absence Notification Form (ANF) and submit it to the Associate Dean of Academic Affairs or designee. This form must be submitted thirty days in advance of the planned meeting. The Associate Dean of Academic Affairs or designee, for meetings where the student is attending as a representative of a university or College organization, will consult with the Associate Dean of Student Affairs to confirm that the student in fact holds said position.
- If the Associate Dean of Academic Affairs or designee is satisfied that the criteria for approval have been met, they will indicate approval on the request form and will notify affected faculty and the student of the approval. This does excuse the student from the overall attendance requirement(s). However, it will allow the faculty to provide a make-up assignment or examination.
- The student will be responsible for any curricular material missed during the excused absence and will be allowed to make up other points that may have been awarded for minor quizzes or group activities.
- A third- or fourth-year student will follow the procedures for requesting an excused absence that are detailed in the Clinical Rotation Manual for Students and Faculty, section on "General Student Protocols," which includes submission of the proper request forms and approval by the preceptor as well as by the Associate or Assistant Dean for Clinical Education of TUCOM.

Objective Structured Clinical Encounter (OSCE) Examinations: Requirements, Make-Up Examinations, and Remediation Examinations

All OSCE examinations are mandatory. Standard procedures apply for reporting absences and for determining whether they are excused or unexcused, as described above.

A make-up OSCE may be scheduled and if so, must be taken at a time determined by the College. A student who takes the examination at the originally scheduled time or takes a makeup, but fails the examination, may be allowed one opportunity for remediation no later than the period between the last day of classes and the grade reporting deadline, as permitted in the Syllabus for that course.

STUDENT RESEARCH AND SCHOLARLY ACTIVITY POLICIES

Engaging in research and scholarly activities is a fundamental aspect of medical education for osteopathic medical students. These activities not only contribute to the advancement of medical knowledge but also foster critical thinking skills and professional values essential for future physicians in their careers in medicine, academia, and research.

In the first-year pre-clinical Osteopathic Doctoring Courses, students gain an understanding of the building blocks needed to develop research skills. Topics such as evidence-based practice, study design, hypothesis testing, statistics and interpretation of results are addressed. In the second-year curriculum, a Journal Club Series lets students apply such skills through scientific literature interpretation, building their capacity for future research activities.

Starting in their first year, TUCOM students are also given opportunities to engage in structured research activities under the guidance and mentorship of Touro faculty, and/or partners at local academic institutions and medical centers. The COM Department of Research funds student stipends

and partially supports their research activities and presentations at local and national conferences.

REASON FOR POLICIES

The policies governing research and scholarly work aim to guide students in their academic and professional development. These policies support educational objectives, proper funding and resource management, and effective student mentorship and guidance. In addition, these policies ensure that research is conducted in accordance with ethical guidelines, that it complies with national laws and regulations, and that student researchers adhere to safety protocols and ensure compliance with regulatory requirements to minimize risks. By adhering to established policies and engaging in relevant research, students contribute to the advancement of medical knowledge and the betterment of patient care. These policies will be reviewed periodically to ensure their effectiveness and alignment with the college's research goals and objectives. When participating in research, students acknowledge their understanding of, and agreement to comply with, the provisions outlined in these policies. For inquiries, students may contact the COM [Associate Dean of Research](#).

WHO SHOULD READ THESE POLICIES

TUCOM Students	
Dean, Associate and Assistant Deans	Faculty
Department Chairs	Prospective and Active Adjunct Faculty

The policies outlined below govern the research and scholarly activities of TUCOM medical students.

1. Student Research and Scholarly Activity

TUCOM students are not required to engage in research or scholarly work. While scholarly activity is not a degree requirement, students are highly encouraged to contact the Associate Dean of Research for assistance in identifying research opportunities aligned with their interests and goals.

2. Research Opportunities

TUCOM students can participate in research and scholarly work under the mentorship of TUCOM or TUC faculty, adjunct clinical faculty and residents at our core clinical sites, and approved faculty from other academic or research institutions. Research opportunities may include, but are not limited to, laboratory-based research, clinical research, translational research, public health research, and medical education research.

- **On-campus research:** TUCOM students are highly encouraged to pursue research opportunities aligned with their interests and academic/career goals. An up-to-date listing of TUCOM faculty and their research projects is distributed to students every semester and posted to the student intranet. Students can also contact the [Associate Dean of Research](#) for guidance in securing a mentored research experience.
- **National Research Programs for Medical Students:** In the Fall semester, students are also provided with a curated list of National Medical Student Research Fellowships they can apply for; most of these programs are offered in the summer and are geared towards first year medical students, but some are ongoing/year-round and available to all medical students.
- **Research Electives and Clinical Distinction:** TUCOM students can earn credit for research and scholarly activity by enrolling in a Pre-Clinical Research Elective, a Clinical Research Elective and/or a Clinical Distinction course.
 - Information regarding the Pre-Clinical Summer Research Elective is available in

- o the TUCOM Curriculum Catalog.
 - o Information regarding the Clinical Research Elective is available in the TUCOM Clinical Rotation Manual. A proposal must be submitted to the CED via CED Connect for review and acceptance by the Department of Research, via the rotation request form.
 - o Information regarding the Clinical Distinction Courses is available at <https://clinicaldistinction.com/>. A proposal must be submitted to the faculty member sponsoring the Clinical Distinction via the [project contract form](#).
- **Pre-doctoral Research Fellowship Program:** This program encourages the development of future medical scientists by providing one year of full-time, mentored research training to students who have demonstrated an interest in and commitment to research. The specific opportunities available will vary depending on the research field and the fellow's goals and interests. The program is available to students who have completed their OMS-2, OMS-3 or OMS-4 years, and extends the student's medical education by one year. Students interested in the Pre-doctoral Research Fellowship Program should contact the Associate Dean of Research for details about the application and selection process.

3. Research Funding

The Department of Research will facilitate student research and scholarship by providing limited internal grants that support student stipends, research supplies and travel to present at professional conferences. Internal Research Award Proposals for Student Research (IRAP-SR) are small, competitive awards to support the development of student research skills, and to enhance the research and scholarship of students working under the mentorship of a faculty member in the College of Osteopathic Medicine. Funds are distributed based on need and merit, from the COM annual research budget.

TUCOM students and faculty are informed of the annual IRAP-SR cycle and related deadlines in early Spring, for research to be conducted during the summer months. While students are encouraged to draft proposals under their faculty mentor's guidance, it is the faculty mentor's responsibility to review and submit the final IRAP-SR proposal(s) to the Department of Research.

Program expectations: Students are expected to present their findings at Touro University California's Annual Research Day and are highly encouraged to submit and present their work at a professional conference. Dissemination of findings in a peer-reviewed journal is also highly encouraged.

Funding to support student travel at conferences:

The TUCOM Research Department will budget annually for its students to present their research at local and national meetings. Fund distribution will be approved based on a first-come, first-served selection process. Our goal is to fund as many students as possible, so requests should only include the funds necessary to present at the conference.

Students wishing to apply for funding must read in its entirety the "Student Travel Info" document posted to the student intranet, for information on all procedures and rules they must follow to be reimbursed. The following rules will apply:

- Requests for travel support must be submitted only once abstracts are accepted, but not before.
- Only one (1) student will be funded per abstract presentation. Typically, that will be the first

author. Another student author may be funded, with the approval of the Associate Dean of Research, if the first author cannot attend.

- Students must be in good academic standing to attend meetings to present their research; this will be confirmed with the Academic Affairs department.
- Any individual student will be funded for a maximum of one meeting per fiscal year.
- A student wishing to be funded to attend a meeting must provide their abstract, details of the meeting as per the standard TUC Travel and Conference Request Form, a Request for Travel Reimbursement for Research Conferences form and (if an absence will occur) an approved excused absence, to the Research Manager of the College of Osteopathic Medicine.
- Expense coverage is limited to economy airfare, lodging for the time a student is actively presenting their research, typically 1 night up to \$250, ground transportation up to \$100, and conference registration fees at student rates.
- The Associate Dean of Research will make funding decisions based on the quality/impact of the research to be presented and the availability of funding.

4. Requirements for Engaging in Research and Scholarly Work

To be eligible to participate in any research activities, a TUCOM student **must** be in good academic standing and comply with all academic requirements, including the ability to dedicate sufficient time to research activities without compromising their academic obligations. While not a comprehensive list, research opportunities may include laboratory-based research, clinical research, translational research, outcomes research, public/community health research, medical education research and AI research. Depending on the research field, students may be required to possess certain skills, knowledge and/or qualifications relevant to the research area.

To ensure the above criteria are met, TUCOM students wishing to engage in research **MUST** complete the “Medical Student Research Request Form, regardless of the type and setting of the scholarly activities. This form will be reviewed by the [Associate Dean of Research](#) for official recognition by the College of Osteopathic Medicine.

First-and-Second-Year Students (Pre-Clinical Students)

Pre-clinical students are required to notify the Department of Research about their research and scholarly activities by following these steps:

1. Complete the PDF version of the “Medical Student Research Request Form”, available in the student handbook and on the student intranet portal.
2. Students must provide details on their potential research and scholarly activities according to the form instructions.
3. Students must seek a research mentor(s) to support their research and scholarly work. The research mentor(s) will review the research proposal and sign the Medical Student Research Request Form.
4. Students will submit their completed “Medical Student Research Request Form” and related attachment(s) **via this [link](#)**, for further review and evaluation by the Department of Research.

Third-and-Fourth-Year Students (Clinical Students)

Clinical students are required to notify the Department of Research about their research and scholarly

activities by following these steps:

1. Complete and submit the “Medical Student Research Request Form” through the CEDConnect portal prior to registering for a two-week or four-week research elective rotation. This form, available in the student handbook and on the student intranet portal, will be routed to the Department of Research for review to ensure all research requirements are met.
2. Once the request is reviewed and has been approved, the Clinical Education Department (CED) will be notified to enroll the student in an elective research rotation.

(Please note, this process does not apply to the pre-doctoral research fellowship program, which has its own application and selection process).

5. Institutional Policies Applicable to Research and Scholarly Work

The institutional policies that govern research and scholarly work ensure that all research activities are conducted ethically, responsibly, and in accordance with both legal and professional standards. Adhering to these policies upholds the integrity of our institution and fosters a culture of safety and scientific rigor. When engaging in research, TUCOM students will be expected to conduct their work ethically and in accordance with policies and procedures applicable to their scholarly work. These may include policies pertaining to the TUC Institutional Review Board; the protection of human subjects; the ethical use of animals and the confidentiality of participant data. Their purpose is to ensure TUCOM students are equipped with the necessary knowledge and skills to conduct research responsibly, ethically, and safely.

- i. CITI Training Modules: Most training can be found on the Collaborative Institutional Training Initiative (CITI) website. The CITI Program provides training for faculty, students and staff who are involved in the design and conduct of research. Lab Safety, Blood Borne Pathogens, Institutional Biosafety Committee (IBC), Institutional Animal Care and Use Committee (IACUC) and Institutional Review Board (IRB) training courses are all provided through the (CITI) and are self-service. The web-based training course(s) needed will depend on the type of research students engage in. All student researchers must have completed the appropriate training before starting work on a project. Students should consult with their faculty mentor regarding the training modules appropriate to their research. Below is a sampling of CITI courses available:

- Biomedical Research Basic/Refresher course
- Social & Behavioral Research Basic/Refresher course
- Responsible Conduct of Research (covers topics including, but not limited to, research ethics, data management, and regulatory compliance)
- Lab Chemical Safety
- OSHA Bloodborne Pathogens
- Health Information Privacy and Security (HIPS) for Students and Instructors

Accountability for Research training:

- Students will be informed by their research mentor of the training requirements they must complete before beginning their research activities.

- It is the faculty mentor's responsibility to maintain up-to-date records of CITI certification documentation.
- Students who fail to complete the required training(s) within the specified timeframe may be ineligible to participate in research activities until the requirements are fulfilled.
- Faculty mentors are responsible for verifying that their student researchers have completed the necessary training before allowing them to engage in research projects.

ii. Institutional Review Board (IRB) Approval: Before initiating a project that involves human subjects, TUCOM students and their faculty mentor must ensure the project has been approved by the IRB.

Student-Initiated Studies: In the case of studies initiated by students, student PIs must identify a TUC faculty principal/co-investigator or sponsor (non-research role) of the study since the TUC IRB does not permit protocols submitted only with student investigators. A student may be listed as the PI of the study, but a faculty member must also be listed on the protocol in one of the roles above. Faculty may be full-time TUC faculty or adjunct, e.g., clinical site preceptor. Examples include Clinical Distinction, MSMHS Research Internship, Global Health research, etc.

6. Institutional Affiliation and Reporting Research/Scholarly Work

All research publications, presentations or other forms of dissemination of research findings for research conducted and/or supported by TUCOM should include a clear statement of the student's affiliation with **Touro University California College of Osteopathic Medicine**. When appropriate and permitted, students should use the Touro University California logo on posters, slides, and other presentation materials.

Reporting of Research/Scholarly Work: As soon as a citation is available, TUCOM students **MUST** report their research publications, presentations or other forms of dissemination of research findings using the student [scholarly activity reporting form](#).

7. Research Misconduct

Touro University California is committed to maintaining integrity and transparency in research endeavors. In carrying out its research mission, all members of the university engaged in research are expected to adhere to the highest standards of research integrity to protect the accuracy and reliability of the research record and published results. The Research Misconduct Policy applies to all research and scholarship conducted within the university community, irrespective of the funding source, if any. In addition, the terms "research" and "scholarship" are broadly construed, including activities ranging from scientific experimentation to creative expression, regardless of the discipline.

TUC's [Research Integrity Officer \(RIO\)](#) has the primary responsibility for implementing the institution's policies and procedures on research misconduct. The Research Misconduct Policy is published on the TUC website.

Leave of Absence and Academic Pause

Touro University California understands students may need to take a break in their studies for various reasons and offers two paths to do so depending on the circumstances. Students work with the program(s) from which they will take a break to determine which path is best suited to them and obtain approval.

Leave of Absence

Leave of Absence (LOA) is a status where a student is officially separated from the University for a short, defined period of one or more academic terms but not to exceed two sequential years. Students on LOA will not participate in any academic activity at TUC nor are they expected to submit any work or participate in their program in any way. Students on LOA must submit a Petition to Return six (6) weeks prior to the semester they wish to return. For full details, please read the full Leave of Absence policy in the Academic Catalog.

Academic Pause

Academic Pause (AP) is a status where a student is on a break from an academic program but wants to remain engaged either in another TUC program or by auditing courses or otherwise engaging in faculty supervised activities such as clubs or research. AP is intended to last one Fall or Spring semester. Students on AP must register for IPEC-690 Pathways to Success (1 unit) or IPEC-691 Graduate Seminar (1 unit). They can work with their program to determine if any additional coursework (either foundational courses at another institution or auditing courses within TUC) is required before returning to their program. Students returning from AP will see their registration in their TouroOne portal no later than two weeks prior to the start of the term following the Academic Pause. Students on AP retain access to most resources at TUC including tutoring and university activities.

No student may take LOA or AP without permission from their program(s).

- DO program students must meet personally with the Assistant Dean of Academic Affairs in the pre-clinical years or Assistant Dean of Clinical Education in the clinical years to discuss the reason for the absence and the effects on his or her academic progress.

Students on LOA or AP will not have TUC health insurance, medical liability insurance, and will have limited access to resources and services provided by TUC. Mental Health Services and Library access will remain available.

Students will not have any access to Financial Aid while on LOA or AP and may be required to begin student loan repayments. Students must speak with the Financial Aid and Bursar's Office to know the full financial impact of their absence.

- A tuition credit will be requested for DO program students required to repeat a course. Such requests will be governed by Touro University California tuition policies.

The time spent in LOA or AP for up to two years is counted toward the maximum limit of six years in which a student must complete the D.O. program. Leave of absence beyond two (2) years will be a cause for academic dismissal if it is not possible to complete the program within 6 years of starting. Appeals to dismissal due to a leave of absence and/or academic pause that extends the accrued time of leave beyond two (2) years must be made in writing directly to the Dean of TUCOM.

Each week of a student's enrollment must be designated as enrolled or on Leave of Absence or Academic Pause, as per the time periods described in this policy.

Students taking LOA or AP returning from LOA or AP must check their TUC health insurance, liability coverage status, financial aid, and tuition status with the Associate Dean for Student Affairs.

Students who take a LOA for health/medical reasons must obtain clearance from their primary health provider prior to returning to the university. Their primary health provider must certify that the student is fit to resume academic responsibilities without restrictions. If there are restrictions, the student will need to contact Student Affairs and process those via the Disability Services team. The health provider's clearance documentation must be submitted to Student Health, who will provide a clearance to the Registrar's Office at least six weeks before the desired return date to allow for review and processing. Approval will be granted based on the recommendation of the student's primary health provider.

Preclinical Students on LOA or AP

Must retake the whole course(s) that was (were) not completed once they return.

May audit or retake in full the courses they already passed the semester when leave of absence took place.

Students should refer to the University Catalog and Clinical Rotations Manual LOA policies for further information. Lack of compliance with LOA or AP policies may place students in the category of dismissal.

Lecture Policies

Recording of Lectures

Students may not redistribute these materials. The captured lectures are archived on a secure internal webserver accessible to students. Captured lectures are available as a learning resource but are not the point of record for curriculum content. Updates, revisions, and expectations for course content are established in the Learning Management Software (Canvas) record of the course, not in the video files of captured lectures.

All recordings are the property of TUC and, if posted, will be made available to students in the same manner as other course materials. Recordings will be archived for up to three (3) years and reutilized, modified or discarded, by prior approval by the Dean of the College or designee. Intellectual property of recordings is governed by Touro University policies.

Note Pool

Note pools may be developed, coordinated, and managed by the students for the exclusive educational use of TUC students. The note pool must abide by copyright laws and material presented by a visiting faculty member may be included in the note pool only if the faculty member provides written permission.

Scheduling Student Groups for Content Review, Tutoring, or Mentoring Hours

Students or faculty often have the need to schedule content review, mentoring, or tutoring sessions. The objective of this policy is to avoid overlap or conflict of such sessions with curricular events including laboratory sessions, ECE, and mandatory lectures.

All group sessions to review course content and materials and to gain further instruction or advice from faculty must take place at times when students are not scheduled to attend other curricular activities (lectures, labs, ECE, or other academic activities).

Coverage of Preclinical Students for Medical Liability

Appropriate and adequate medical liability coverage is essential for any TUCOM student who treats patients or provides medical advice or instruction to patients while enrolled in the COM. TUCOM may cover malpractice and liability insurance for preclinical students during participation in clinical activities, but only under specific circumstances. Students who undertake clinical activities with a physician or clinical venue, or students who conduct any other patient related activities not authorized by TUCOM will not be covered by TUCOM liability insurance. TUCOM will maintain malpractice and liability insurance for students if their clinical activities have been pre-approved, and the students are appropriately supervised and working within their scope as students.

Preclinical students who wish to conduct clinical activities during the Summer or at any other time must be covered by liability insurance. To do so, they must submit a request to the Chair of the Department of Clinical Sciences and Community Medicine (DOCs) and/or the Associate Dean of Academic Affairs for pre-clinical year activities. In order to be covered by TUC liability insurance, the students must be supervised by a credentialed adjunct clinical faculty member of TUCOM. If students plan on participating in a minimum of 40-hours of clinical activities over the summer between their first and second years, then they are strongly encouraged to enroll in the Summer Clinical Preceptorship Elective. After review and approval of proposed clinical program and activities and the physician preceptor's CV, the Associate Dean may approve the activity and the CED may credential the preceptor.

SECTION IV: GENERAL ACADEMIC STANDARDS

Grading and Credit Hours

At the end of each course, system, or rotation, a grade for each student will be submitted to the Registrar by the faculty responsible for the instruction. Please refer to the TUC University Catalog for official grading policies. Preclinical course grades must be submitted by the grade reporting deadline, two weeks after the last day of class.

Satisfactory Progress and Promotion

Academic progress requirements include earning a grade of Pass for each course.

Promotion to the next academic year or semester requires successful completion of all academic progress requirements for the preceding year or semester

Eligibility to Sit for COMLEX Level I Examination

COMLEX Level 1 is to be taken after completion of all requirements of the preclinical curriculum and prior to commencing patient care-based Year 3 required courses. Students determined by Academic Affairs to be in good academic standing as of 1 January of the OMSII curriculum will be approved for registration for COMLEX Level 1. The Associate Dean of Academic Affairs will approve students to take COMLEX Level 1. In addition, all students are required to take a comprehensive nationally benchmarked basic science examination and a Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE) in the spring semester of the second year. These examinations will be scheduled by TUCOM, and all students will take them at the same time or in the same scheduled time period. The scores on these examinations will be considered in combination with the student's cumulative weighted percentage grade for the pre-clerkship curriculum (years 1 and 2) and other diagnostic data in determining whether the student must complete a structured preparatory program to be approved to take the COMLEX Level 1 examination.

Limitation on Rotation Site Assignments

The Department of Clinical Education (CED) will assign third year rotation sites for students identified as "at risk" by Academic Affairs because of academic or professionalism issues reported during the preclinical or clinical years. The CED will work with the student to select a site that will provide an optimal learning environment for the student.

Passage of COMLEX Examinations

Passage of the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) Level 1 and Level 2 CE are required for graduation. Students are responsible for maintaining an awareness of registration requirements and deadlines. Test registration, as well as any fees, travel costs, or accommodations are also the students' responsibility. Information on COMLEX is available at: <http://www.nbome.org>.

Attempts and passage of the United States Medical Licensing Examination (USMLE) series are optional. Students again maintain responsibility for registration, deadlines, and costs. Information on USMLE is

available at: <http://www.usmle.org>.

TUCOM Policies Regarding COMLEX

Every student may be allowed a maximum of three (3) attempts each to pass COMLEX Level 1 and COMLEX Level 2 CE, but no student will be allowed more than a total of four failures for all parts of the COMLEX series; i.e., a student who has failed any combination of COMLEX exams four times will not be allowed additional opportunities to take COMLEX again and will be subject to dismissal.

COMLEX Level 1

COMLEX Level 1 is to be taken after completion of all requirements of the preclinical curriculum and prior to commencing Year 3 courses. Students determined by Academic Affairs to be in good academic standing as of 1 January of the OMSII curriculum will be approved for registration for COMLEX Level 1. The Associate Dean of Academic Affairs will approve students to schedule and take COMLEX Level 1.

Students with identified risk of potential COMLEX Level 1 failure will be assigned to complete the Board Success Clinical Distinction course in the first block of year 3. Academic Affairs may recommend that students complete supplemental COMLEX preparation assignments prior to taking COMLEX Level 1.

Upon failure of COMLEX Level 1 the first time, the student will be placed on Academic Probation, and will immediately be removed from third year courses. Depending on the time needed to prepare for the retake and passage of COMLEX level 1, students may be removed from their core Year 3 clerkship program schedule and host facility(ies).

The Student Promotions Committee will offer a supportive meeting in preparation for the second attempt and the student will be permitted to retake the test.

Upon receipt of a passing score, the student will be removed from Academic Probation and based upon availability, will be reassigned a core Year 3 clerkship program schedule and host facility(ies) at the discretion of the Clinical Education Department.

Rotations that are missed because of a COMLEX failure or other Leave of Absence will be rescheduled at the end of the third-year schedule and this change may affect student's ability to complete the required weeks of clinical rotations prior to the conferral deadline for their expected graduation date. In such a situation, the student will automatically become a member of the next graduation class.

If the second and/or third attempt to pass COMLEX Level 1 results in a failing score, the case is reviewed by the SPC for a recommendation on dismissal or permission to retake the exam. If the student remains enrolled the student will be continued on Academic Probation. The student may be recommended to meet with the university Learning Specialist and a remediation plan may be recommended, in collaboration with the Student Promotions Committee. The student may be asked to request LOA return to campus to complete the remediation plan.

Failure of a fourth attempt will result in dismissal from the college.

At all times, the student will be responsible for completing all paperwork, including leave of absence and add/drop forms, if applicable. If a student is required to take an LOA because of their failure in

accordance with the above, the student will still be required to complete the COM program within the six-year timeframe

COMLEX Level 2 CE Requirements and Policy

COMLEX Level 2 CE is to be taken after completion of all Year 3 Core Courses and passing of all COMAT examinations including OPP and EM and no later than December 1st of the student's 4th year.

Students determined by the Clinical Education Department to be in good academic standing will be approved for COMLEX Level 2CE registration by the Assistant Dean of Clinical Education.

Students with an identified risk of potential COMLEX Level 2 failure will be managed by the Department of Academic Affairs in cooperation with the Clinical Education Department. Students at risk will be support in preparing for the exam.

Upon failure of COMLEX Level 2 the first time, the student will be placed on Academic Probation.

. The Student Promotions Committee will offer a supportive meeting in preparation for the second attempt, the Clinical Education Department will review and approve the amended rotation schedule, and the student will be permitted to retake the test.

If the second attempt score is passing, the student will be removed from Academic Probation (unless there is another reason for probation) and will proceed with their education.

If the second attempt to pass COMLEX Level 2 results in a failing score, the case is reviewed by the SPC for a recommendation on dismissal or permission to retake the exam. If the student remains enrolled the student will be continued on Academic Probation, may be removed from rotations, and may have to take an official leave of absence or until a passing grade is received. The student may be asked to request LOA and return to campus to complete the remediation plan.

Failure of a third attempt will result in dismissal from the college. In no event will a student who has not passed COMLEX Level 2 CE be allowed to graduate.

At all times, the student will be responsible for completing all paperwork, including leave of absence and add/drop forms, if applicable. If a student is required to take a LOA because of their failure in accordance with the above, the student will still be required to complete the COM program within the six-year timeframe

Academic Standards for Dual Degree Students

Students enrolled in dual degree programs must maintain satisfactory academic progress and programmatic requirements as defined for each individual program.

Additionally, for students enrolled in the DO/Master of Public Health (MPH) program:

- Any failure in a course within either program will result in placement on Academic Probation and review by the Student Promotions Committee from that specific program. Students will remain on Academic Probation until the failure is remediated. Remediation may involve re-examination, additional assignments, or a repeat of the course, as determined by the

committee.

- Failure in one program may preclude continuation in the other program.

Approval of Students to Participate in Global Health Summer Internship Program

A student must meet the following criteria to be approved by Touro University College of Osteopathic Medicine for participation in the Global Health Summer Internship program: Approval for participation will occur PRIOR to attending the Global Health Summer Internship program. If a letter of good academic standing is needed, it should be requested from the Associate Dean of Academic Affairs or designee prior to travel.

The student may not be on Academic Probation at the start of the summer internship.

The student must have a passing grade in each course for the OMS 1 Fall semester and Spring semester prior to leaving for a Global Health Summer Internship. Students will not be permitted to join any Global Health Summer Internship if they failed any course in the Spring semester. Therefore, students are advised to carefully consider their academic status in Spring courses, so that they can make the best decision about whether to risk losing a deposit.

Student Promotions Committee

The Student Promotions Committee (SPC)

- Issues recommendations to the Senior Associate Dean about students' academic progress from Admissions through Graduation.
- Implements academic standards for continuing toward conferral of the DO degree.
- Assesses likelihood of continuity and success in the program after student failure of a course or required licensing exam.
- Reviews the terms of Memoranda of Understanding for students who may need a structured plan with requirements to continue in the program.
- Reviews each case of a student who has failed a course, including clinical clerkships, licensing boards, fails to meet the overall academic standards, fails to meet graduation requirements.

After a thorough review of student performance, including interviewing the student, the SPC will recommend an action to the Senior Associate Dean of the College of Osteopathic Medicine or designee. The actions may include, but are not limited to promotion, dismissal, academic probation, repeat of a course or term of study, professional counseling, conferral with either the preclinical or clinical Academic Strategy Support team.

Committee recommendations are communicated to the Senior Associate Dean by the Chair or co-Chairs of the Student Promotions Committee. The Senior Associate Dean or designee has the authority to accept or modify the recommendations. The recommendation is final unless modified by the Senior Associate Dean or designee within two business days of it being sent to the Student and the Senior Associate Dean.

Appeal of SPC Recommendation

Within 7 business days of the recommendation being approved, up to 9 business days after it was issued, a student may appeal an SPC recommendation to the Senior Associate Dean who will investigate

the matter and decide to either maintain or revise the SPC recommendation.

Within 7 business days of the recommendation being approved or amended by the Senior Associate Dean, a student may appeal the decision of the Senior Associate Dean to the Dean of TUCOM who will investigate the matter and decide either to support or revise the decision of the Senior Associate Dean. The Dean of TUCOM issues the final appeal decision and no further appeal of SPC recommendations is possible.

Academic Support

TUCOM activity monitors academic performance monitoring and offers support to students at risk of academic failure. The aim is to increase the incidence of academic success by providing individualized support, mentoring, and connecting students at academic risk to resources for success.

The Preclinical Academic Strategy Support Team (PASS Team) operates alongside the Faculty Mentoring program. The PASS team helps students to utilize University resources, understand progress requirements, and anticipate learning objectives and challenges. PASS will contact students throughout the year as needed, and students are always welcome to initiate a meeting with PASS.

PASS Team increases success in preclinical courses by:

- Tracking student progress relative to requirements to pass each preclinical course as defined by the faculty and published in each syllabus.
- Offering mentoring, but not compelling it, to students demonstrating risk of course failure, at strategic intervals throughout the semester, e.g., between exams when there may be time to implement a new strategy, or when acute risk is detected but before individual failure becomes inevitable.
- Conforming sessions to “Guidelines for Supporting Students at Risk in a Preclinical Course” which was developed by consensus of the PASS Team and which it reviews and updates at the beginning of each semester.

PASS Team increases success on COMLEX Level 1 by:

- Identifying students at risk of COMLEX Level 1 failure by review of academic history at end of Semester 3 including GPA and Subject Mastery Reports.
- Identifying emerging risk by monitoring success in Semester 4 coursework, and outcomes of COMLEX Level 1 diagnostic exams such as, NBME-CBSE and COMSAE.
- Ensuring extra time for board study by notifying the Clinical Education Department of identified students so the Department can schedule discretionary time (a “green block”) as the first clinical rotation.
- Requiring identified students to register for CLNC 717 Clinical Distinction 1 – Board Success Track as their first clinical rotation.
- Serving as Faculty Sponsor for Board Success Track in cases where the need is identified for additional support beyond the capacity of the Faculty Mentor, who otherwise serves as the Faculty Sponsor.

Clinical academic support for students at risk during clinical rotations is provided by the Clinical Education Department. Students with an identified risk of potential COMLEX Level 2 failure will be managed by the Department of Academic Affairs in cooperation with the Clinical Education Department.

Students at risk will be supported in preparing for the exam by the Board Examination Support Team (BEST).

Academic Probation

Students must meet the minimum standards and requirements set by the institution in order to remain in good academic standing. Students will be placed on Academic Probation if they receive a grade of NP in any course or clerkship, fail to pass COMLEX Level 1 or Level 2 and/or fail to satisfy the terms of a Memorandum of Understanding. A student will be removed from Academic Probation only after successfully retaking the course or clerkship and/or satisfying requirements of a Memorandum of Understanding and/or passing COMLEX

Terms of Probation

When a student is placed on Academic Probation, it is noted in the student's academic file and official transcript. Subsequently, when a student has successfully satisfied the requirements that led to probation, this is also noted in the student's file and transcript.

Students on Academic Probation will be notified in writing and the reasons will be stated. When the terms of Academic Probation have been satisfied, a letter removing the student from Academic Probation will be provided to the student.

A student on Academic Probation may not serve as an officer of any official TUC club or organization without explicit permission from the Associate Dean of Academic Affairs or designee. A student on Academic Probation may not serve as a representative of TUCOM in the operations of the Admissions Office or on TUC committees without explicit permission from the Associate Dean of Academic Affairs or designee. A student on Academic Probation may not serve as a representative of the TUCOM at off-campus conferences or sponsored events without explicit permission from the Associate Dean of Academic Affairs or designee.

Modified Curriculum

TUCOM recognizes that some students may need to modify the standard prescribed curriculum. There are two (2) categories of a modified curriculum:

- Expanded Educational Program
- Students may request permission to enter a modified curriculum in order to pursue their education in more depth, exercise research interests, and/or obtain a dual degree. Students interested in a modified curriculum must petition the Associate Dean of Academic Affairs in writing. Eligibility for a modified curriculum depends upon the following condition:
 - Extenuating circumstances

Students beyond the first semester of study must be making satisfactory academic progress according to the TUC policy on Satisfactory Academic Progress (<http://studentservices.tu.edu/financialaid/policies.html>).

A student may petition the Associate Dean of Academic Affairs in writing for a modified curriculum, or

the Assistant Dean of Academic Affairs for a leave of absence or Academic Pause. A petition for modified curriculum is not granted automatically and is approved only in extenuating circumstances. The Associate Dean of Academic Affairs is responsible for evaluating the petition and submitting a recommendation to the Dean. The Dean or designee is responsible for notifying the student whether or not the request has been approved.

Remediation

Students who earn an NP on or before the last day of class may be eligible for remediation according to the course syllabus only if they are failing 30% or less of the course. Remediation is only available between the last days of class and the grade reporting deadline. An NP will be recorded for any student who fails more than 30% of any one course, otherwise meets the criteria in the syllabus to fail the course, or who fails remediation. All cases will be referred to the Student Promotion Committee (SPC) for a recommendation or dismissal from the college or a retake of the failed course. Any student who earns a failing grade in a second attempt of a failed course will not be allowed to repeat the course and will be placed in the category of dismissal.

A student who does not remedy a failed grade(s) within one (1) calendar year of its recording may be placed in a category of dismissal.

A student who earns a failing grade in any clinical clerkship will be required to repeat the clerkship. The Associate Dean for Clinical Education will assign the site and preceptor(s) for remediation. If a student fails two clinical clerkships or earns a failing grade in a repeated clerkship the case will be referred to the Student Promotion Committee (SPC) for a recommendation on how to proceed.

Reporting of OMS 1 and OMS 2 Course Grades

Policies and Procedures for Reporting of Grades for Clinical Courses may be found in the Clinical Rotations Manual (found on the Clinical Education Canvas Page).

Preclinical course grades must be reported by the grade reporting deadline, 2 weeks after the last day of class.

In order to pass a course, the student must receive a Pass grade for the overall course as determined by the course grading grid. Criteria to pass must entail passing a minimum of 70% of course material. Courses that specify other requirements for successful completion that entail passing more than 70% of material must allow for remediation of the criterion before the grade reporting deadline. Grades will be recorded as follows:

Course grade equal to or higher than Pass -

In this instance, a Pass in the pre-clinical courses or a Pass or an Honors Pass in the clinical courses as earned for each course for each course component will be reported and entered into the official transcript.

Course grade of No Pass (NP) –

If, at the end of the semester, the overall course grade is No Pass according to the syllabus, an NP will be reported for the course grade and either NP or P for the course subdisciplines as defined in the syllabus.

If a student repeats the course, the transcript will show the original grade in the academic term in which it was earned and the second grade in the academic term in which it was earned.

Professionalism

The AOA Commission on Osteopathic Accreditation considers professionalism a core element that is critical to maintain the educational quality of the COM program (Element 5.1). As a component of the standards required for accreditation, COCA further states that the COM “must apply best practices to teach, train, and assess students in order to ensure development of the seven osteopathic core competencies of medical knowledge, patient care, communication, professionalism, practice-based learning, systems-based practice, and osteopathic principles and practice / osteopathic manipulative treatment.” The American Association of College of Osteopathic Medicine Core Competency Liaison Group created a set of performance standards and indicators that would be common to all osteopathic medical schools, and this included Professionalism. The competencies help inform TUCOM’s curriculum, as professionalism education and expectations are a common thread throughout the entire four-year curriculum. (www.AACOM.org) (www.osteopathic.org).

Prior to understanding what this means to the individual medical student, an agreed upon definition for professionalism is instructional. Contemporary definitions of professionalism go beyond a mere list of desirable traits, attitudes and behaviors that are expected of a professional. And while a catalogue of expectations helps recognize behaviors and traits that stray from the ideal, professionalism refers to a belief system shared amongst healthcare providers. Members profess and jointly declare that they will live up to promises made to the individual patient, the public and society. It is a covenant to those whom we care for, overtly expressing that patients can expect shared competency, standards, and ethical values, that we are trustworthy and that all medical professionals live up to these promises. It is based on the principles of primacy of patient welfare, patient autonomy and social justice. We commit ourselves to professional competence, honesty, patient confidentiality, improving quality of care, improving access to care, just distribution of finite resources, commitment to scientific knowledge, maintaining trust by managing conflicts of interest, commitment to professional responsibilities, self-care, and maintaining appropriate relations. In exchange, the public grants medical professionals the privilege to self-monitor, enforce and when necessary, adjudicate our professional behaviors. ([Wynia, Papadakis et al. 2014](#)) ([Papadakis, Paauw et al. 2012](#)).

Candidates and medical students must possess the skill, competence, and character expected of a member of a highly trained profession., including but not limited to exercising good judgment, prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive relationships with patients and co-workers. Candidates and students must be able to tolerate physically and mentally taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in treating the problems of patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are qualities that will be assessed during the admissions and education process. The student code of ethics is outlined in the TUC Catalog.

In **Appendix B, please see the Touro University California College of Osteopathic Medicine Academic Integrity, Conduct, and Professionalism (ACP)Standards document.** All students will sign an attestation confirming their reading of the document and their agreement to follow the information therein.

Process for Handling Professionalism Complaints

Professionalism infractions are first and foremost a learning opportunity. We are not “born” physicians, and the characteristics, attitudes, beliefs, and values that define our professionalism are not inborn, but gradually acquired and internalized throughout the undergraduate and graduate educational process. Infractions vary in severity and minor offenses, particularly those that reflect a disturbing trend, may be addressed informally with your professors and the Associate Dean of Academic Affairs. More egregious violations will most certainly prompt a referral to the Academic Integrity, Conduct and Professionalism Committee (ACP). Efforts are made to understand the background for the transgression, most commonly followed by remediation with monitoring to ensure correction. More serious violations can result in formal sanctions, which are defined in the Academic Integrity Policy and the Bylaws of the Academic Integrity, Conduct and Professionalism Committee (ACP). Graduation from medical school weighs two equivalent expectations: demonstration of cognitive mastery of the medical curriculum and professional behaviors in order to ensure that a graduate from the COM poses no threat to the patient or public and will succeed in future training and the practice of medicine. Failure to remediate a professionalism violation, particularly those considered egregious, can result in dismissal from the program.

The Academic Integrity, Conduct and Professionalism Committee (ACP) can be notified of concerns through a multitude of pathways: from students, faculty and staff, Student Affairs, Student Promotions Committee (SPC), the Deans of TUCOM, as well as sources outside of the college relative to student academic performance in their clinical rotations. These would include preceptor clinicians and their staff, hospital directors of medical education, and hospital staff. As a representative of Touro University, your behavior in the public setting, including internet activities, must uphold professional standards. Nonacademic staff, such as security guards, maintenance workers, cafeteria workers, library staff, or the public at large can report a concern, which may also prompt an investigation. Complaints are handled by the committee, in accordance with a set of guidelines as outlined in the Bylaws of the ACP and the Academic Integrity Policy.

TUC students, faculty, and staff are to use the following reporting forms and follow this procedure:

- Professionalism Reporting Form – Sent to the Associate Dean of Academic Affairs for lesser egregious professionalism concerns.
- Academic Integrity Violation Report Form – Sent to the Chair of the Professionalism Committee for more egregious concerns or repeated concerns.

Papadakis, M. A., D. S. Paauw, F. W. Hafferty, J. Shapiro, R. L. Byyny and T. Alpha Omega Alpha Honor Medical Society Think (2012). "Perspective: the education community must develop best practices informed by evidence- based research to remediate lapses of professionalism." *Acad Med* 87(12): 1694-1698.

Wynia, M. K., M. A. Papadakis, W. M. Sullivan and F. W. Hafferty (2014). "More than a list of values and desired behaviors: a foundational understanding of medical professionalism." *Acad Med* 89(5): 712-714.

Graduation Requirements – TUCOM

A student will be recommended for graduation provided they:

- Have completed at least four (4) years in an accredited osteopathic college or its equivalent.

- Have been enrolled in TUCOM during the final two (2) academic years.
- Are not on probation, have completed all prescribed academic requirements, have no outstanding grade which is incomplete, and have a passing grade for all clinical rotations. For eight (8) week clinical courses, a passing grade must be received for each four (4) week block.
- Have taken and passed all components of COMLEX Level 1 and COMLEX Level 2. The only exception would be a suspension of the requirements by the AOA Commission on Osteopathic College Accreditation (COCA).
- Have performed and behaved in a manner which is ethical, professional, and consistent with the practice of Osteopathic Medicine.
- Have compiled all the legal and financial requirements of TUC.
- Have completed the academic requirements within six years following matriculation (including any and all approved leaves of absence for up to two years maximum).

Participation in Graduation Ceremonies

Students who have met all graduation requirements are expected, as part of their duty as a professional, to participate in graduation ceremonies.

A student who has not met all graduation requirements as of May 1, but is in good academic standing and is anticipated to complete all requirements by December 31, will be permitted to participate in graduation ceremonies with their class. However, participation does not signify that a degree has or will be granted, and a diploma will not be released until all requirements have been met. A student who elects to participate in ceremonies but who has not completed all graduation requirements will be required to sign a document indicating understanding of this policy and agreeing not to represent - themselves as having graduated until the -degree has been conferred.

Please review the entire policy in the University Student Catalog by following the link:
<http://studentservices.tu.edu/catalog/index.html>

Dismissal from TUCOM

TUCOM may require dismissal at any time it deems necessary to safeguard its standards of scholarship, conduct and orderly operation. It should be clearly understood that TUCOM, 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, health or academic nature justify such an action. The academic reasons for dismissal include but are not limited to the following:

- more than one failed course in a single term
- A failing grade in a repeated course or repeated clinical clerkship.
- Failing two (2) clinical clerkships.
- exceeds the 6-year limit for completion of the prescribed curriculum as defined by the program, as required by COCA.
- not remedying a failed grade(s) within one calendar year of it being recorded
- failure to pass COMLEX Level 1 or Level 2 within the attempts allowed
- demonstrating insufficient continued academic and professional growth and achievement, including as reflected in assessments of Professionalism and Interpersonal and Communication Skills. Recommendation for Dismissal may result from the resolution of an Academic Integrity Violation Report and/or repeated 'Approaching Expectations' Interpersonal and Communication

Skills competency assessments on a Student Competency Outcome Report.

- A student who has failed to comply with SPC and/or ACP Committee recommendations and fails to make satisfactory academic progress.

Decisions regarding dismissal are made on an individual basis after considering all pertinent circumstances and extenuating circumstances relating to the case. The Student Promotions Committee or ACP Committee may recommend the dismissal for academic or professional reasons to the Senior Associate Dean. The Senior Associate Dean issues a letter of decision to the student.

TUCOM's policy in this regard is modeled after TUC's policy, which can be found in the following link: <http://studentservices.tu.edu/catalog/index.html>

Academic Appeal Process

Grade Appeal Policy and Procedure

The grade appeal policy was created to ensure a fair and equitable appeal process that allows a student to appeal a grade when they can demonstrate that the grade inaccurately reflects their performance in a course or rotation.

A grade appeal is a request to change a final course, rotation, or subdiscipline grade, which involves one or more of the following conditions, the existence of which the student must submit evidence for as part of the written appeal:

- The faculty member* violated a University/College rule or policy pertaining to grading (e.g., syllabus; student handbook, etc.).
- The faculty member made an error in calculating or recording the grade.
- The faculty member applied inconsistent grading standards across students.

Scope and Applicability:

- This policy and procedure apply to the processing of grade appeals concerning academic, clinical, and instructional matters that are within the College of Osteopathic Medicine.
- The appeal process applies to final grades in a subdiscipline, course or rotation.
- The appeal process does not apply to individual questions on exams or quizzes, individual exam grades, or rotation evaluations (included in a group summative evaluation).
- The appeal process does not apply in cases concerning academic integrity, unless the case is adjudicated in a student's favor (Refer to TUCOM Academic Integrity, Conduct, and Professionalism Bylaws).

A student with a grade appeal that meets one or more of the conditions above should initiate the grade appeal process within 2 business days after the online reporting of final grade to the Registrar.

STEP 1 (INFORMAL TALKS):

Preclinical: The student is responsible for contacting the involved faculty member and course coordinator to initiate this step within two (2) business days of the posting of the final course grades in Canvas Gradebook. The student must request, in writing (such as email), a meeting with the faculty member or course coordinator. The written request must provide the basis for the appeal and include

the evidence in support of the claim for the grade appeal, based on the three conditions stated above. The faculty member or course coordinator is expected to meet with the student within two (2) business days of their receipt of the written request. The faculty member and/or the course coordinator, in concert with the Department Chair will provide a written clarifying response to the student's inquiry within one (1) business day of the meeting. A student may request their faculty mentor to assist in facilitating the meeting.

Clinical: The student is responsible for contacting the involved preceptor to initiate this step within two (2) business days of the posting of the final course grades. The student must request, in writing (such as email), a meeting with the preceptor. The written request must provide the basis for the appeal and include the evidence in support of the claim for the grade appeal, based on the three (3) conditions stated above. The preceptor is expected to meet with the student within five (5) business days of their receipt of the written request. The preceptor and/or Assistant Dean of Clinical Education will provide a written clarifying response to the student's inquiry within one (1) business day of the meeting. A student may request their faculty mentor or the Assistant Dean of Clinical Education to assist in facilitating the meeting.

STEP 2 (INFORMAL TALKS):

Preclinical: If the student is not satisfied with the faculty or course coordinator response, the student should then request, in writing (via email), a meeting with Associate Dean of Academic Affairs. The Associate Dean of Academic Affairs is expected to meet with the student and the faculty member or course coordinator within two (2) days of receiving the appeal and should provide a written response to the student and the faculty member within one (1) business day of the meeting. If appropriate, a grade change form should be submitted to the Associate Dean of Academic Affairs within one (1) business day.

Clinical: If the student is not satisfied with the preceptor's response, the student should then request, in writing (via email), a meeting with the Associate Dean of Clinical Education. The Associate Dean of Clinical Education is expected to meet with the student and the preceptor within five (5) business days of receiving the appeal and should provide a written response to the student and the preceptor within one (1) business day of the meeting. If appropriate, a grade change form should be submitted to the registrar's office within one (1) business day.

STEP 3 (FORMAL APPEAL):

The formal grade appeal procedure will only be used if student concerns have not been resolved at the departmental level. The student must file a formal grade appeal within 2 business days of the online receipt of the final informal process written documentation. The appeal must be in writing, signed, and dated by the student filing the appeal and submitted using the 'Grade Appeal Form' that is available at the end of the COM Handbook. Grade appeals will be submitted to the Senior Associate Dean.

After receiving the completed Grade Appeal Form, the Senior Associate Dean will review all relevant facts gathered by the parties involved. In this process, the Senior Associate Dean may contact the faculty member or clinical preceptor, any other faculty members involved with the case and/or any witnesses identified by the student or faculty member /clinical preceptor to answer questions. The Senior Associate Dean will invite the student to meet and discuss their appeal, the faculty member's response, and any other relevant facts/circumstances. Within five (5) business days of receiving the grade appeal, the Senior Associate Dean will render a decision.

After a decision has been made, the Senior Associate Dean will send a letter to the student and the faculty member or clinical preceptor summarizing: the nature of the grade appeal; the investigation that was conducted; the decision; the reason for the decision; and any recommendations because of the decision. Students will also be informed of appeal procedures to the Dean if the student concerns have not been resolved at the Senior Associate Dean level.

The original written appeal and written decision of the Senior Associate Dean shall be placed in a file on student grade appeals to be maintained by the Senior Associate Dean. All aspects of student appeals shall be treated as confidential, in accordance with Touro University policies on confidentiality of student records.

Formal Appeal to the Dean

If the student does not accept the Senior Associate Dean's decision, they have three (3) business days within which to submit a formal written appeal of the decision to the Dean of the College of Osteopathic Medicine. 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 Senior Associate Dean's decision. Only the narrative and supporting documentation included in this appeal submission will be considered.

The Dean may grant an appeal only on determining there is valid evidence of one of the following:

- Bias of one or more of the following individuals: Faculty member, Department Chair/Associate Dean of Clinical Education and/or the Senior Associate Dean.
- New material or documented information is not available to the above individuals at the time of their initial decision.
- Procedural error.

The Dean may choose any of the following options when considering a grade appeal:

- Concur with the recommendation of the Senior Associate Dean regarding the decision for no grade change.
- Amend the recommendation of the Senior Associate Dean.
- Convene an ad hoc committee consisting of three members to review the recommendation of the Senior Associate Dean. The ad hoc committee will present their findings to the Dean for consideration.

The decision of the Dean is final and will be communicated to the student in writing. The Dean's decision will be communicated to the affected parties within five (5) business days. While the appeal is pending, the status of the student will not be altered.

The faculty member may be a full-time or part-time faculty member, adjunct or clinical preceptor.

*Course Grade Appeal form – see Appendix

Appeal of Dismissal from TUCOM

Following notification (certified letter delivery) of a decision for dismissal, a student may wish to appeal

the decision. The student has seven (7) working days within which to submit a formal written appeal of the decision to the Dean. The appeal request must be submitted in writing and delivered to the Office of the Dean within this seven (7) 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.

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

- Bias of one or more of the members of the Student Promotions Committee.
- New material and documentable information not available to the committee at the time of its initial decision.
- Procedural error.

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

- Concur with recommendation of the Student Promotions Committee and the decision to dismiss.
- Amend the recommendation of the Student Promotions Committee.
- Convene an ad hoc committee consisting of three members to review the recommendation of the Student Promotions Committee. The ad-hoc committee will present their findings to the Dean for consideration.

The decision of the Dean is final, and they will be required to notify the student in writing of the decision. While the appeal is pending, the status of the student will not be altered.

Please review the entire policy in the University Student Catalog by following the link:
<http://studentservices.tu.edu/catalog/index.html>

Student Academic Integrity and Ethics

Responsibility of the Administration and Faculty

The administration should provide an academic environment and physical settings conducive to maximizing academic achievement. Exams will be administered in a way that minimizes academic misconduct. Crowded examination conditions should be avoided, and alternate seating should be provided during examinations when possible. In addition, the administration should appoint adjudication committees consisting of faculty and students to deal promptly and with procedural fairness with cases of alleged academic dishonesty. The faculty should clearly inform students of grading requirements and performance expectations for each assignment as well as use examination formats that discourage academic misconduct. Cases that merit further investigation and resolution will be submitted to the Professionalism Committee.

To be honest, act fairly towards others, take group and individual responsibility for honorable and ethical behavior and know what constitutes ethics violations and academic dishonesty as set forth in the Code of Conduct/Professional Promise, Academic Integrity Policy, and Institutional Policies.

Code of Conduct/Professional Promise

Students are expected to emulate the legal, moral, and ethical standards expected of professionals in

their respective areas and display behavior which is consistent with these qualities. Professionalism and professional ethics are terms that signify certain scholastic, interpersonal and behavioral expectations. Among the characteristics included in this context are the knowledge, competence, demeanor, attitude, appearance, mannerisms, integrity, morals, etc., displayed by the students to teachers, peers, patients and colleagues in all health care and educational settings.

During their academic program, student must model their behaviors to comply with the Code of Ethics of the American Osteopathic Association:

The physician shall keep in confidence whatever she/he may learn about a patient in the discharge of professional duties. The physician shall divulge information only when required by law or when authorized by the patient.

The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose her/his physician. The physician must have complete freedom to choose patients whom she/he will serve. However, the physician should not refuse to accept patients because of the patient's race, creed, color, sex, national origin, or disability. In emergencies, a physician should make her/his services available.

A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when she/he withdraws from the case so that another physician may be engaged.

A physician shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is due to the efforts and influence of the recognized local, state, and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.

Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities which are false or misleading.

A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless he or she is actually licensed on the basis of that degree in the state in which she/he practices. A physician shall designate her/his osteopathic school of practice in all professional uses of her/his name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the AOA.

A physician should not hesitate to seek consultation whenever she/he believes it advisable for the care of the patient.

In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.

In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable osteopathic hospital rules or regulations.

Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.

A physician shall respect the law. When necessary, a physician shall attempt to help to formulate the law by all proper means in order to improve patient care and public health.

In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.

It is considered sexual misconduct for a physician to have sexual contact with any current patient whom the physician has interviewed and/or upon whom a medical or surgical procedure has been performed.

Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile or offensive workplace or academic setting.

From time to time, industry may provide some physicians with gifts as an inducement to use their products or services. Members who use these products and services as a result of these gifts, rather than simply for the betterment of their patients and the improvement of the care rendered in their practices, shall be considered to have acted in an unethical manner.

A physician shall not intentionally misrepresent himself/herself or their research work in any way.

When participating in research, a physician shall follow the current laws, regulations, and standards of the United States or, if the research is conducted outside the United States, the laws, regulations and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility, including, but not limited to, research, design, funding, and participation either as examining and/or treating provider, supervision of other staff in their research, analysis of data and publication of results in any form for any purpose.

Please review the entire TUS Academic Integrity Policy here:
<https://www.touro.edu/students/policies/academic-integrity/>

Student Grievance

<http://www.tuw.edu/wp-content/uploads/2013/09/TUW-Catalog.pdf>

Grievance procedures in academic matters are appropriate only in those cases in which there is reason to believe there has been bias or wrongdoing on the part of the faculty, staff, administrators, or other fellow students. It is important to understand that grievances are not the same as disagreements. One

cannot grieve an assigned grade, for example, merely because one disagrees with the grade. The purpose of the following procedures is to allow for the resolution of student grievances in academic matters that result in unfair practices in detriment of the academic or personal well-being of students.

Examples of student grievance are:

- Unfair teaching practices
- Inappropriate touching or remarks during clinical contact
- Disrespectful remarks that amount to substantial offense
- Slander
- Theft
- Physical threats
- Bullying, either personal or through social media

Informal Procedures

A student who believes that the University or any administrative subdivision, employee or student has threatened or committed acts against their physical or personal integrity is encouraged to attempt to resolve the matter informally with the party alleged to have committed the violation (e.g., course instructor) and with the Dean or designee or the Program or School in which the alleged violation occurred. An informal resolution of the grievance can occur at any time. The parties will verbally agree on a resolution and the Dean or designee will acknowledge, oversee, and document such resolution through satisfactory completion. The Associate Dean of Student Affairs will act as the student's advocate. In the event that the Associate Dean of Student Affairs or the Dean is the subject of grievance, the Provost will designate the appropriate representatives.

Formal Procedures

In the event that informal resolution is unsuccessful, or that there is a recurring incident, the student may launch a formal grievance as follows:

Within 10 days of the time in which the student could be reasonably expected to have knowledge of the alleged violation, or when the violation occurs, the student may request the Associate Dean for Student Affairs to inform the School Dean or designee of the desire of the student to file a grievance.

The student will provide the Associate Dean for Student Affairs with a written statement within ten (10) working days after the student has stated his or her wish to file a grievance. This statement will include the specific nature of the grievance, all pertinent supporting data, and the nature of the action requested by the student to redress the grievance.

Upon receiving written requests for a review from the student, the Associate Dean for Student Affairs, within ten (10) working days, will request written materials from the employee or student involved. The COM's Dean or designee will promptly provide the Associate Dean for Student Affairs with the requested materials.

The materials will include responses to all points raised in the student's material and other pertinent data. The person under investigation will provide the Dean or designee with a written statement within ten (10) working days after receipt of the student's grievance.

Upon receipt of the alleged perpetrator's statement, the Dean or designee will promptly provide a summary or copy of this to the complainant.

The Dean or designee will meet with the complainant student and party under investigation involved within ten (10) working days after receipt of material from the alleged perpetrator and attempt to resolve the alleged grievance.

Please review the entire policy in the University Student Catalog by following the link:
<http://studentservices.tu.edu/catalog/index.html>

Appendix A

Tardiness for Major Examinations Policy and Procedure

- **For major course theory examinations**, students arriving more than twenty (20) minutes after the scheduled exam start time and will not be allowed to take the exam. If the Tardy is excused, the student will be allowed to take a makeup examination per handbook policy within three (3) business days of their return to campus, at a time determined by the course coordinator. If the absence is not excused, the student may take a make-up examination and accept the professionalism penalty as defined in the course syllabus or forgo taking the examination and receive a grade of zero. (If there are examinations that will be excluded from the grade of zero option, it will be clearly annotated within the syllabus). **Tardy is determined based on the scheduled start time for the exam.**
- **For TBL**, style examinations, make-up examinations will be provided ONLY for the individual portion.
- Students who arrive after the official start time for an examination but prior to the twenty (20) minutes, will be permitted to take the examination, with **no change to the exam end time.**
- **For practical clinical skills examinations**, students are expected to arrive at their assigned site fifteen (15) minutes PRIOR to their scheduled examination start time. Students arriving after the scheduled exam start time will be considered absent and will not be allowed to take the exam. If the absence is excused, the student will be allowed to take a makeup examination, which may or may not occur on the same day. If the absence is not excused, the student may be allowed to take a makeup exam per Handbook policy within three (3) business days of their return to campus, at a time determined by the course coordinator and accept a professionalism penalty as defined in the course syllabus. The make-up exam may or may not occur on the same day.
- An unexcused absence for a single exam shall not be solely responsible for failure of the professionalism subdiscipline.
- Students tardy for major exams will be reported via the Informal Professionalism reporting form to the Associate Dean of Academic Affairs for tracking across courses.
 - A student with more than one exam tardiness will be reported to the Professionalism Committee by the Associate Dean of Academic Affairs.
- Please refer to the procedure on Exam tardiness monitoring and reporting for further information.

Tardy to Examination Tracking and Monitoring Procedure

1. All course coordinators will complete the Informal Professionalism Reporting form for any student who is tardy to a major examination or OSCE.
2. The form will be sent to the Academic Affairs office for tracking within and between courses.
3. For any student having 2 or more tardies to examinations, the Associate Dean of Academic Affairs (or designee) will complete an AIVR reporting form and submit it to the Professionalism Committee Chair for further evaluation and adjudication.

APPENDIX B

Statements on Academic Integrity, Conduct, & Professionalism:

1. AOA Commission on Osteopathic Accreditation Statement:

- The AOA Commission on Osteopathic Accreditation considers professionalism a core element that is critical to maintain the educational quality of the COM program (Element 5.1). As a component of the standards required for accreditation, COCA further states that the COM “must apply best practices to teach, train, and assess students in order to ensure development of the seven osteopathic core competencies of medical knowledge, patient care, communication, professionalism, practice-based learning, systems-based practice, and osteopathic principles and practice/osteopathic manipulative treatment.”
- Prior to understanding what this means to the individual medical student, an agreed upon definition for professionalism is paramount. Contemporary definitions of professionalism go beyond a mere list of desirable traits, attitudes, and behaviors that is expected of a professional. Moreover, while a catalogue of expectations helps recognize behaviors and traits that stray from the ideal, professionalism refers to a belief system shared amongst healthcare providers. Members profess and jointly declare that they will live up to promises made to the individual patient, the public, and society. It is a covenant to those that we care for, overtly expressing that patients can expect shared competency, standards, and ethical values, that we are trustworthy and that all medical professionals live up to these promises. It is based on the principles of primacy of patient welfare, patient autonomy, and social justice. We commit ourselves to professional competence, honesty, patient confidentiality, improving quality of care, improving access to care, just distribution of finite resources, commitment to scientific knowledge, maintaining trust by managing conflicts of interest, commitment to professional responsibilities, and maintaining appropriate relations. In exchange, the public grants medical professionals the privilege to self-monitor, enforce, and when necessary, adjudicate our professional behaviors. (Papadakis, Paauw et al. 2012, Wynia, Papadakis et al. 2014)

2. The TUCOM Statement on Academic Integrity:

“Touro University California College of Osteopathic Medicine 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 and the medical profession, students and faculty are expected to share a mutual respect for teaching, learning, and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with

which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying, and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

TUCOM views violations of academic integrity, conduct, and professionalism 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 International Center for Academic Integrity (ICAI), of which TUCOM 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 TUCOM ACP Policy requires that a student or researcher:
 - Properly acknowledge and cite all ideas, results, or works originally produced by others.
 - Properly acknowledge all contributors to any piece of work.
 - Obtain all data or results using ethical means.

Report researched data without concealing any results inconsistent with student's conclusions.

Treat fellow students in an ethical and professional manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student's academic dishonesty or professional misconduct nor obstruct another student's academic progress.

Uphold ethical principles and the code of ethics of the AOA.

Adherence to these principles is necessary to ensure that:

Proper credit is given for ideas, works, results, and other scholarly accomplishments.

No student has an inappropriate advantage over others.

1. Center for Academic Integrity. *The fundamental values of academic integrity*. 2013.

<https://academicintegrity.org/fundamental-values/> 2 Rutgers University. *Academic Integrity Policy*. 2011

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

The academic, ethical, and professional development of students is fostered.

The TUCOM can maintain its reputation for integrity in teaching, research, professionalism, and scholarship.

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

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

3. The TUCOM Policy

Any act in violation of this Policy (TUCOM) or any allegation of misconduct related to the Policy involving a student must be reported and addressed in accordance with the adjudication procedures outlined below.

The general academic standards for professionalism can be found in the College of Osteopathic Medicine 2023-2024 Student Handbook.

Who This Policy Applies To

This TUCOM Academic Integrity, Conduct, and Professionalism Policy applies to all TUCOM students enrolled in the College of Osteopathic Medicine, in the TUCOM Master of Science in Medical Health Sciences and the TUCOM DO/MPH dual degree programs.

4. Committee Membership

A. Leadership

The Chief Academic Officer (CAO) of TUCOM shall designate a member of the administration as Chief Academic Integrity Officer (herein referred to as the “CAI Officer”) to oversee the adjudication of violations and to maintain appropriate documentation. The CAI Officer must be an assistant dean or higher, or another appropriate responsible individual approved by the Provost/TUC CAO or Vice President. The CAO shall designate a Dean responsible for hearing formal resolution appeals (herein referred to as the “Appeals Dean”). The CAI Officer and the Appeals Dean cannot be the same individual. The CAIO and CACP (Chair of the Academic Integrity, Conduct, and Professionalism Committee) may be

the same individual.

The Chair of the TUCOM ACP Committee (CACP) is appointed by the Dean of the COM and oversees the Academic Integrity, Conduct, & Professionalism Committee which addresses violations of professionalism, conduct and academic integrity for TUCOM and its related programs and degrees (DO; DO/MPH; MSMHS).

B. Voting Members of the TUC Professionalism Committee

- CACP (may only vote in the case of a split decision)
- Associate Chair of the ACP Committee
- Associate Dean for Academic Affairs
- Associate Dean of Clinical Education
- Student Promotions Committee Member
- Foundational Biomedical Sciences Department Faculty Member
- Department of Clinical Sciences and Community Health Faculty Member
- Osteopathic Manipulative Medicine Department Faculty Member

C. Non-Voting Members

TUC Associate Dean of Student Affairs (who will function as the student’s ombudsman)

Other individuals at the request of the ACP committee related to specific meeting agenda.

Student Government Association Representative (when requested), identified in collaboration between the TUC Associate Dean for Student Affairs and the SGA leadership, participates in those requested ACP committee activities excluding adjudication of violations and hearings.

If a member of the ACP committee is unable to participate, they may designate another person from their department to participate in a specific meeting or committee function with the permission of the CACP.

D. Who Needs to be Familiar with This Policy

- COM Faculty

- Course Coordinators
- Department Chairs
- Clinical Preceptors/Adjunct Clinical Faculty
- Administration/Dean/ Associate Deans/ Assistant Deans
- Academic Integrity, Conduct, & Professionalism Committee
- Student Promotions Committee
- Office of Academic Affairs
- Student Counseling Services
- Office of Institutional Compliance
- Bursar's Office
- Registrar's Office
- Title IX Officer
- Students

E. AACOM/AOA Professionalism Core Competencies

According to the AACOM, there are nine (9) professionalism components with behaviors, attitudes, and values that define each of the components.

- Knowledge
- Humanistic Behavior
- Primacy of the Patient
- Accountability
- Continuous Learning
- Ethics
- Cultural Competency
- Professional and Personal Self-Care
- Honest, Transparent Business Practice

F. Scope of the Academic Integrity, Conduct, & Professionalism Committee Activities

The Committee serves as a resource for all issues as they relate to Academic Integrity, Conduct, and Professionalism.

The Committee develops the TUCOM ACP Committee bylaws, policies, and procedures.

The Committee evaluates, responds to, and adjudicates potential violations of academic integrity, conduct, and professionalism.

The Committee shares all violations of academic integrity, conduct, and professionalism with the Chief Academic Integrity Officer in compliance with the TUC/TUCOM policy and procedures.

The Committee participates in Adjunct, Clinical, and Preclinical Faculty Development for professionalism, and may advise on curriculum matters, but does not create curricular content. The latter is the province of the Course Director(s) and teaching faculty and overseen by the Associate Dean of Academic Affairs and the Curriculum Committee.

The Committee orients incoming TUCOM medical students to professionalism competence, standards, and expectations.

The Committee creates a repository of materials for remediation of Academic Integrity, Conduct, and Professionalism violations.

The Committee may communicate with the Student Promotions Committee, Compliance Officers, Student Mental Health Services, the Registrar's Office, the Bursar's Office, Dean of Student Affairs, the CAO of Touro University California, and the Dean of TUCOM as required and according to policies outlined herein.

The Committee serves as a repository of all student records as they pertain to Academic Integrity, Conduct, and Professionalism, pursuant to the TUC/TUCOM Recordkeeping Policy.

G. Examples of Violations of Academic Integrity, Conduct, and Professionalism

Below are examples of violations of Academic Integrity, Conduct, and Professionalism, many referenced in the TUC University Catalog. This list is not intended to be all-inclusive and other examples may apply. Students of the TUCOM community who commit one of the offenses listed below, or similar such offenses, or those who assist in the commission of such offenses, may be subject to sanctions (classed as A, B, or C, as described in the TUCOM Academic Integrity, Conduct, and Professionalism Policy).

- Cheating:

- Unauthorized use of a text, notes, or other aids during and exam
- Copying the work of another student
- Obtaining and using a copy of an examination in advance of its administration
- Plagiarism: Presenting the work of another as one's own without proper acknowledgement, including material generated by Artificial Intelligence, ChatGPT and similar technologies and applications.
- Deceitful practice: Utilizing a substitute or acting as a substitute in any academic evaluation or knowingly permitting one's work to be submitted by another person without the instructor's authorization.
- Unauthorized collaboration: Working together on an exam, project, or report when expressly prohibited from doing so by an instructor.
- Knowingly furnishing false information to the COM or TUC in any context
- Forgery, alteration, or misuse of university documents, records, identification, etc.
- Malicious obstruction or disruption of teaching, research, or administrative operational procedures
- Physical or verbal abuse of any person on university property, in clinical sites, or other TUCOM partner locations or conduct which threatens or endangers the health or safety of any person related to the TUC/TUCOM community in any environment or the public.
- Theft of, or damage to property of a member of the university community on campus, or theft of, or damage to property of Touro University
- Neglect of clinical and/or hospital duties
- Neglect of patient's rights
- Misuse of pharmaceutical privileges
- Drug abuse: Being under the influence of substances of abuse, including alcohol and cannabis, during class, laboratory, externship, clerkship, or any other situation under the jurisdiction of the university in which professional conduct is expected or required.
- Possession or use of firearms, ammunition, or explosive devices or materials on campus or clinical sites/partner locations.
- Violations of any campus, clinical site, or partner location rules or regulations

- Violation of the confidentiality of any academic, medical, personal, financial, or business information obtained through the student’s educational activities in any academic or professional practice setting.
- Behavior inconsistent with the qualities and ethics described for Osteopathic Physicians.
- Engaging in the synthesis, manufacture, theft, sale, or use of a controlled substance for unlawful purposes, or assisting any individual or group in accomplishing this end.
- Breach of the AACOM/AOA Professionalism Core Competencies.
- Use of Artificial Intelligence: the unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies without appropriate acknowledgement and the representation of them as one’s own original work.

H. Academic Guidance and Counseling

Behavior inconsistent with the academic professional standards may occur from time to time and may merit academic guidance and counseling by faculty or others but not reach a threshold requiring formal action by the ACP Committee. This academic guidance and counseling should be considered part of student education and standard teaching practice. This can be provided either by the faculty member who observed the behavior, the course coordinator, the clinical preceptor, or the Chair of the department. When appropriate, referral to other departments such as Student Affairs, Student Health, and/or Student Counseling Services may be advised. Only those behaviors that rise above the academic guidance threshold will be considered by the ACP Committee. Evaluation by either the CACP or Associate Chair of the ACP Committee may assist the Department Chair, course coordinator, clinical preceptor, and/or faculty in assessing the merit of a need for ACP Committee action. The Academic Integrity and Violation Reporting Form (AIVR) should only be submitted to the ACP Committee when the intent is to commence the Informal or Formal Resolution pathways (see below). Faculty, course coordinators, clinical preceptors and Department Chairs are encouraged to keep records of any academic guidance and counseling sessions which can be referred to in the future, should this need arise. The remainder of this policy addresses the INFORMAL and FORMAL pathways for resolution of academic integrity, conduct, and professionalism violations.

I. Resolution of Academic Integrity, Conduct, & Professionalism Violations

Incidents of academic integrity violations, conduct, and/or professionalism violations are

reported by the faculty member/witness to the clinical preceptor (if the issue is related to a clinical rotation, course coordinator (if the issue is within and related to an integrated/preclinical course) or department Chair (if the issue is regarding issues between faculty/staff and a student or NOT related to an integrated course) who, in turn, submits a report to the ACP.

a) General Instructions for the reporting of all Academic Integrity, Conduct, and/or Professionalism Violation (regardless of pathway)

1. Student Status Pending Evaluation:

Should a student action be of such a serious nature that it is felt that they may be considered a danger in a clinical setting, the general TUC community, or the general public, the CAI Officer or the Associate Deans of Academic Affairs/Clinical Education may remove such a student from a clinical assignment or scheduled on campus activity pending the outcome of a formal resolution.

2. If a violation is identified, the reporter or designee will complete Section B of the Academic Violation Reporting Form, hereafter referred to as the AIVR. The AIVR is now the preferred TUCOM reporting form. The AIVR is downloadable from TouroOne. Section B of the AIVR provides background information that identifies the instructor/reporter, the student, and an explanation of the incident. The AIVR must be copied to the clinical preceptor, the Chair of the Department, or the Course Coordinator and to the CACP Committee. The faculty member or designee will sign the appropriate sections of the AIVR.

3. Faculty and staff members are strongly encouraged to document the suspected violations by completing the preferred AIVR form. However, in lieu of the AIVR Form, faculty may communicate a suspected violation by completion of the professionalism report form, or email to the clinical preceptor, the Department Chair, or the Course Coordinator. This communication must include the following:

- a. Date of the communication
- b. Name of the Faculty Member
- c. Name of the Clinical Preceptor/Department Chair/Course Coordinator
- d. Name of the Instructor
- e. Name of the Student
- f. Student's email address
- g. Student's mobile phone number
- h. Student's class, example: OMS III
- i. Student's anticipated year of graduation, example: 2022
- j. Date of discovery of suspected academic dishonesty or violation of professional code of conduct
- k. Explanation of the incident

4. Exception for completing the AIVR: The AIVR is not submitted when the issue is resolved through academic guidance and counseling. The Professionalism Report Form found in the TUCOM Professionalism Standards Contract should be completed

in these instances and forward to the Associate Dean of Academic Affairs for tracking. However, if there is any question regarding the appropriate pathway for resolution, it is advisable to complete the AIVR.

5. The faculty member will inform the student or the Chair of the ACP of the suspected violation of academic integrity, conduct and/or professionalism. If appropriate and the faculty member informs the student, the faculty member should encourage the student to consult with the Office of Student Services and Counseling Services. The Chair/Course Coordinator will prepare a brief written report summarizing the meeting with the faculty member and submit this report to the CACP. If the Chair of the of the ACP informs the student, the Chair should encourage the student to consult with the Office of Student Services and Counseling Services.
6. The Chair/Course Coordinator/Clinical Preceptor and the CACP will determine if the matter should be resolved by INFORMAL RESOLUTION or FORMAL RESOLUTION, and the faculty member will be so advised by the Chair/course coordinator/clinical preceptor.
 - a. Informal resolution may be used only for first offenses or at the discretion of the CACP.
 - b. Formal resolution must be used if any of the following occurs:
 - Student denies the charge.
 - Student and faculty member do not agree to informal process resolution.
 - Student has been accused and found at fault before.
 - Any other reason as determined by the CACP/CAI officer or Dean.
7. Do not submit an earned grade for the course in question before the issue is resolved.
8. The ACP Committee will notify the student that notice of a violation has been received after initial review by the CACP and decision to move forward with an ACP violation. Notification is sent to the student by email with return receipt requested and read receipt activated within three business days after the above decision is made.
9. The student is asked to acknowledge receipt of the violation notification email/letter within three business days of receipt. The notification email/letter briefly summarizes the allegations, requests the student's acknowledgement and acceptance of the violations, paving the way for either INFORMAL or FORMAL resolution.
10. If a student, faculty, staff, or administrator questions whether a specific behavior would be considered in the scope of the ACP Committee, the CACP should be contacted for clarification.
11. In instances when the suspected violation is observed and reported by a faculty member that would otherwise be involved in the adjudication process, this faculty member would recuse themselves from the ACP process.
12. In cases when the violation is reported to an Assistant or Associate Dean, such as the Assistant Dean of Clinical Education, the same processes described for the clinical

preceptor, Chairperson of a department or a course coordinator are followed, i.e., the Assistant Dean will submit the AIVR to the CACP.

13. In cases when the violation is reported by the CACP, the AIVR is completed and submitted to the Associate Chair of the ACP Committee. The CACP must recuse themselves from the adjudication process.
14. The CACP will inform:
 - a. The TUC Student Affairs Department regarding each complaint to ensure a coordinated process of intent and responsibility.
 - b. The Campus Compliance Officer of all complaints that are adjudicated by Formal Hearing.
 - c. The Dean of the COM.
 - d. The chairperson for SPC.
15. An occasion may arise when the CACP determines that the formal complaint should be referred to another body, either internal or external to TUCOM, based on law, regulation, or TUCOM policy. Please keep in mind that conveyance of information is often confidential in accordance with privacy information acts such as Family Education Rights and Privacy Regulations (FERPA) or Health Insurance Portability and Accountability Act (HIPAA). If privacy acts prevail for such referrals, the ACP will not be privy to information generated in the respective departments following the referral, such as mental health records. Examples of, but not an exclusive list include reporting to:

Title IX complaints to the TUC Title IX Coordinator

Academic issues to the TUCOM Student Promotions Committee

- a. Psychiatric or behavioral health issues to TUC Student Affairs and Student Counseling

16. While a complaint may be referred to another organizational body, the ACP Committee may continue to monitor the complaint and continue their involvement, per the decision of the CACP or the TUCOM Dean.

b) Resolution Pathways

1. INFORMAL Resolution

The Informal Resolution process **MAY NOT** be used if:

- a. The student denies the charge.
- b. The student and the faculty member and/or Department Chair/Course Coordinator/clinical preceptor do not agree to informal process resolution.
- c. The student has been accused and found at fault before.
- d. Any other reason as determined by the CACP, the CAI Officer, or TUCOM Dean.

2. INFORMAL Resolution by Faculty and/or Chair of the Department/Course Coordinator

Pursuant to the TUCOM ACP Policy, after consulting with the Department

Chair/Course Coordinator/clinical preceptor/CACP, the faculty member may attempt to resolve the issue informally with the student or with the assistance of the Department Chair/Course Coordinator/clinical preceptor/CACP. If the faculty member resolves the issue with the student, without assistance from the Department Chair/Course Coordinator/clinical preceptor/CACP, the faculty member must present the resolution and sanctions considered to the Department Chair/Course Coordinator/clinical preceptor/CACP for approval.

The faculty member, in consultation with the Department Chair/Course Coordinator/clinical preceptor/CACP, may impose any range of Class C sanctions. In addition, the student may be required to take additional ethics and/or professionalism tutorials or complete assignments intended to mitigate the prospect of future student misconduct. Reduction in grade for submitted work; reduction in course grade; failure of course; redo of assignment, paper, practical, laboratory, exam; or placement on academic probation are additional options available under Class C sanctions, as well as “others” that can be specified. This must be documented in Section C of the AIVR.

If the sanctions are accepted by the student, the Informal Resolution becomes binding on both the student and faculty member and cannot be appealed by the student. (If not accepted, go to #9.)

Both the faculty member and the student must sign the AIVR, confirming that Section C accurately reflects their discussion thereby verifying the resolution.

The outcome of the Informal Resolution should be reported in writing by the department to the CACP. The Chair of the Department/Course Coordinator/clinical preceptor (or designees) completes Section D (1) of the AIVR Form and submits it to the CACP.

The CACP (or CAI Officer) must finalize the AIVR by completing Section E (1). The CACP signature acknowledges receipt of the AIVR and that the Informal Resolution is final.

- a. Within 3-5 business days, the finalized AIVR is copied to:
 - i. Chief Academic Integrity Officer
 - ii. Student Promotions Committee
 - iii. Dean of the College of Osteopathic Medicine
 - iv. Dean or Associate Dean of Student Affairs for TUC
 - v. Campus Compliance Officer at TUC
- b. The ACP Committee will maintain the record for the duration of the student’s academic career.
- c. If the student does not accept the Informal Resolution, the faculty member completes Section C (2) and Section D (2) of the AIVR form. This is notification

for the FORMAL Resolution, which requires a full hearing of the Standing Academic Integrity, Conduct, & Professionalism Committee.

- vi. The AIVR is submitted to the CACP with copies to the TUC Student Affairs Officer, the CAI Officer (If this individual is different from the CACP), and the TUC Compliance Officer.
 - vii. The AIVR must be submitted no later than three business days after this determination.
- d. The CACP (or CAI Officer) completes Section E of this form.

3. INFORMAL Resolution by Ad Hoc ACP Subcommittee for violations that cannot be resolved with the student by either the faculty member and/or the Chair of the department/Course Coordinator/clinical preceptor, the charge is referred to the TUCOM ACP ad hoc subcommittee for mediation and/or final adjudication.

- a. The Dean /Associate Dean for Student Affairs is notified.
- b. The ACP Informal Resolution ad hoc subcommittee will meet with the student to evaluate and review the complaint and identify appropriate actions.
- c. The ACP ad hoc subcommittee shall arrange a meeting generally:
 - i. No earlier than three (3) business days or no later than twenty (20) TUC calendar days after receipt of the complaint.
 - ii. The ad hoc subcommittee includes at a minimum two (2) and ideally three (3) members of the ACP.
 - iii. Members will be selected by the Chair of the ACP.
 - iv. One member may be the Chair of the ACP (or their designee).
 - v. One member may be the Associate Chair of the ACP or an ACP voting member.
 - vi. Decisions are made by consensus.
 - vii. For split decisions, for cases when the CACP was not part of the tribunal, the CACP will review the evidence and provide the tie-breaking vote.
 - viii. For split decisions, for cases when the CACP was part of the tribunal, but the Associate Chair of the ACP was not, the Associate Chair shall offer the tie-breaking vote.
 - ix. For split decisions, for cases when the CACP and Associate Chair of the ACP were part of the tribunal, the Dean of the COM will be presented the evidence and provide the tie- breaking vote.
- d. Minutes will be recorded by either a committee member or a member of the administrative staff per the decision of the Chair and availability. Minutes will be completed within three (3) business days and no later than ten (10) calendar days after the hearing.
 - i. Attendance for these meetings may be in-person or via a virtual meeting platform (i.e., Zoom) or with other analogous technology. The subcommittee must determine whether the violation was:
 - a) A minor or inadvertent violation:

- 1) These violations will not be reported or acknowledged in the student's academic record or the Medical Student Performance Evaluation (MSPE), otherwise known as the Dean's Letter.
 - 2) Records related to this violation will be retained until the student has graduated and will be embargoed in the Professionalism files and referred to in any future complaints while the student is attending Touro University California.
 - 3) Violations will be reported to the TUS Academic Integrity Committee as per TUS reporting requirements.
 - 4) Repeat offenders may be subject to more stringent sanctions.
- b) A major or significant violation with a potential verdict of Sanctions A through C:
- 1) These will be reported to the Dean and may recommend that they be acknowledged in the student's academic record and/or MSPE.
 - 2) Regardless of the outcome, these complaints will be reported in the annual report to the Student Promotions Committee and the TUCOM Dean and all sanctions A through C reported to the TUCOM Academic Integrity, Conduct, & Professionalism Committee in written format via TEAMS.
- ii. A decision letter is sent via email to the student, summarizing the final conclusions from the INFORMAL subcommittee hearing. See Appendix F for the template of this form.
- iii. Within 3-5 business days, the finalized AIVR is copied to:
- a) Chief Academic Integrity Officer
 - b) Student Promotions Committee
 - c) Dean of the College of Osteopathic Medicine
 - d) Dean or Associate Dean of Student Affairs for TUC
 - e) Campus Compliance Officer at TUC
- iv. The Academic Integrity, Conduct, & Professionalism Committee will maintain the record for the duration of the student's academic career. Once accepted by the student, the decision of the Academic Integrity, Conduct, & Professionalism subcommittee is final and not subject to appeal.
- v. If the student does not accept the Informal Resolution, the faculty member completes section C subsection (2) and section D subsection (2) of the AIVR form. This is notification for the FORMAL RESOLUTION, which requires a full hearing of the Standing

Committee on Academic Integrity, Conduct, & Professionalism
Committee.

- a) The AIVR is submitted to the CACP with copies to the TUC Student Affairs Officer, the CAI Officer, and the TUC Compliance Officer.
 - b) The AIVR must be submitted no later than three (3) business days after this determination.
- vi. The CACP (or CAI Officer) completes Section E of this form.

4. FORMAL Resolution by the Academic Integrity, Conduct, & Professionalism Committee

- a. When the Department Chair/Course Coordinator/clinical preceptor and the CACP determine that the matter should be resolved by FORMAL RESOLUTION, the faculty member will be so advised by the Department Chair/Course Coordinator/clinical preceptor.
 - i. The AIVR should be completed accordingly. The Department Chair/Course Coordinator/clinical preceptor must complete Section D to submit the violation for Formal resolution.
 - ii. Signature from the CACP or CAI Officer in Section D acknowledges receipt of the reporting form (AIVR) and the recommended disposition for Formal resolution.
 - iii. Formal resolution must be used if any of the following occurs:
 - a) The student denies the charge.
 - b) The student and faculty members do not agree to informal process resolution.
 - c) The student has been accused and found at fault before.
 - d) Any other reason as determined by the CACP/CAI Officer or Dean.
 - iv. The CACP shall arrange a hearing which should take place no earlier than three (3) business days and no later than twenty (20) calendar days after receipt of the complaint. This excludes holidays, campus closures, illness, etc.
 - v. The hearing shall take place before the ACP Committee.
 - vi. A quorum is comprised of four (4) voting members (including the Chair) and the Associate Dean for Student Affairs (or their designee) and must be present for all hearings and meetings.
 - vii. The CACP will participate in all aspects of the meeting but will only vote in cases of a tie.
 - viii. Decisions are made by majority vote of the voting members present. Minutes will be taken by either a committee member or a member of the administrative staff per the decision of the Chair.
 - ix. Attendance for these meetings may be in-person or with the

permission of the Chair, the meeting can be held online or telephonically.

- x. All persons involved in a hearing shall be given adequate notice of all hearing dates, times, and places. Such notice will be given at least two (2) business days prior to any hearing, unless waived by the parties involved.
 - xi. Postponements of Committee hearings may be made by the interested parties or the administration. The student may be granted a postponement if the pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a three-month period.
 - xii. The reported student and the person who reported the student will be afforded the following opportunities.
 - a) To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the CACP.
 - b) To present fully all aspects of the issue before the Committee.
 - xiii. The student who is the subject of the complaint and the person submitting the complaint will be provided:
 - a) A copy of the written complaint and charges via email with return receipt confirmation or certified mail with return receipt or provided in-person. The length of time for review shall be reasonable, as determined by the CACP.
- b. Postponement of hearings:
- i. May be made by the complainant, student subject of the complaint, or the Committee if approved by the CACP.
 - ii. The student may be granted a postponement if pertinent information is unavailable or interested parties cannot be present at the hearing.
 - iii. No postponement may extend for more than three months.
 - iv. Hearings and meetings are closed sessions to anyone other than: the complainant, the student subject of the complaint, the ACP Committee, other invitees (with the permission of the ACP Chair, who are present to substantiate facts of the complaint).
 - v. The Committee:
 - a) May hear other individuals of its choosing, though the student who is the subject of the complaint will be notified of these individuals prior to the meeting.
 - b) May investigate relevant written reports, electronic data, other documents, or relevant evidence.
 - c) Makes decisions by majority vote of the voting members present. The hearing is informational gathering or academic in nature and non-adversarial.

- vi. The student:
 - a) Has the right to appear in person before the committee to present their case, but after proper notice of the hearing, the Committee may proceed, notwithstanding the student's absence.
 - b) May not be represented by an attorney or other counsel.
 - c) Has the right to be accompanied by an advocate of the student's choosing, but the advocate is not permitted to speak during the proceedings.
- vii. At the completion of the information gathering and all discussions, the student and the complainant may each make a closing statement.
- viii. At any time during the hearing, the student, the complainant, the Committee, and/or Touro University System representatives may raise questions about the information under review.
- ix. Audio or video recordings of the hearing are not permitted by the student.
- x. All information supporting the charges made against a student shall be presented first. Following this presentation, the student who has been accused of a violation will present their side of this issue, submitting to the Committee information that they choose to submit to support the student's stance or position. The CACP (or CAI Officer), his or her designee, or other members of the Administration may also meaningfully participate in this information exchange. Pursuant to the TUC Code of Conduct, the student is expected not to obstruct the investigation or proceedings. Other parties involved are expected not to obstruct the inquiry or the proceedings.
- xi. The student, their accuser, the Committee, TUCOM, TUC and /or Touro University System's representatives may raise questions about the information under review so that all aspects of the case are clarified.

c) Committee Decision Guidelines

1. The Committee will meet in closed session to reach a decision, including deciding upon sanctions, if applicable.
2. Meetings will be held within five (5) TUC business days following the hearing and no more than ten (10) calendar days following the hearing.
3. If the Committee seeks additional information, the Committee shall.
 - a. Notify the parties within four (4) TUC business days of the original date of the hearing,
 - b. Reconvene all relevant parties for another hearing within seven (7) TUC business days of the original hearing,

- c. Make the final decision at the final meeting.
- 4. All timelines exclude holidays, campus closures, illnesses, etc. The Committee's decision must be based solely on the information presented at the hearing and will be the final disposition of the issues involved, including sanctions.
- 5. If the student is found responsible for an ACP violation that is deemed significant enough by the Committee to warrant a decision to include sanctions that may affect the student's grades, advancement, and/or academic record, such decisions will be presented in writing to the Dean within five (5) TUC business days of the Professionalism Committee's determination.
- 6. The decision of the Committee will be presented in writing to the CAI Officer, the student, and the Department Chair/Course coordinator/clinical preceptor. The Committee's letter will contain the following elements: Charge; Hearing Date; Findings; List of Sanctions; and the Right to Appeal and to whom.
- 7. All parties to be notified include:
 - a. Department Chair/Course Coordinator/clinical preceptor
 - b. Student Promotions Committee (for informational purposes)
 - c. Campus Compliance Officer
 - d. Dean/Associate Dean of Student Affairs
 - e. CAI Officer
 - f. Provost/CAO of TUC
 - g. TUCOM Dean
- 8. If the violation is within the domain of the TUCOM Academic Integrity, Conduct, & Professionalism Policy, in the absence of an appeal, the TUCOM Dean will transmit the Committee's decision to the TUC leadership or the Touro University System Academic Integrity Council.

d) The Appeal Process

- 1. Following a FORMAL Hearing and notification of the Committee's decision, a student may appeal the decision. An appeal may only be granted based on:
 - a. Evidence of bias of one or more of the members of the Committee.
 - b. New material documenting information that was not available at the time of the decision.
 - c. Procedural error.
- 2. The student has three (3) business days from receipt of written notification to submit a formal written appeal of the decision to the TUC Chief Academic Officer (CAO) or their designee. If the TUC CAO cannot, for any reason, hear the student's appeal, the student is instructed to submit their appeal to the TUC Vice Provost, or their designee. The CAO or Vice Provost may grant an appeal only based on one of the following:
 - a. Evidence of bias of one or more of the members of the Committee or of the Appeals Dean.
 - b. New material documenting information that was not available to the

- Committee or the Appeals Dean at the time of the initial decision.
- c. Procedural error.

The TUC CAO or Vice Provost may conduct interviews and review materials, as appropriate. The CAO or Vice Provost will notify the student, the CAI Officer, and the Dean in writing of the appeal decision. The decision of the CAO or Vice Provost shall be final.

e) Status of the Student Pending a Decision

Pending resolution on charges, the status of the student will not be altered except in cases where the student may be considered a danger in a clinical or academic setting. If a student is suspended for any reason, all as-yet-undisbursed financial aid may be withheld unless or until the action is fully resolved and the student is reinstated. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency or lender.

J. Recordkeeping

1. Maintenance of files

- a. The Chair of the ACP Committee/CAI Officer will maintain records of all violations and resolutions, both informal and formal.
- b. On an annual basis, the CAI Officer will submit data on academic integrity, conduct, and professionalism violations to the TUC leadership and/or TUS Academic Integrity Council.
- c. The ACP Committee will maintain the record for the duration of the student's academic career.

2. Annual Reporting

- a. Annual reports will be made to the TUCOM Dean following the end of each Academic Year which will include the results of all informal and formal meeting activities of the ACP Committee. This same report is shared with the CAI Officer for TUC in accordance with the policies set forth by TUC.

3. Student Access

- a. A student may see their file in accordance with TUC regulations concerning inspection of records as spelled out in Guidelines for Access to and Disclosure of Educational Records Maintained by the Touro University System.

4. File Access (all others)

- a. In accordance with TUC/TUS policies and applicable state/federal regulations/laws.

5. Appendices

A. References

Papadakis, M. A., D. S. Paauw, F. W. Hafferty, J. Shapiro, R. L. Byyny and T. Alpha Omega Alpha Honor Medical Society Think (2012). "Perspective: the education community must develop best practices informed by evidence-based research to remediate lapses of professionalism." Acad Med 87(12): 1694-1698.

Wynia, M.K., M. A. Papadakis, W. M. Sullivan, and F. W. Hafferty (2014). "More than a list of values and desired behaviors: a foundational understanding of medical professionalism." Acad Med 89(5): 712-714

B. Abbreviations

AACOM	American Association of Colleges of Osteopathic Medicine
ACGME	Accreditation Council for Graduate Medical Education
AI	Academic Integrity
CAIO	Chief Academic Integrity Officer
CAO	Chief Academic Officer
CACP	Chair of the Academic Integrity, Conduct, & Professionalism Committee
INC	Incomplete
MSPE	Medical Student Performance Evaluation
ACP	Academic Integrity, Conduct & Professionalism Committee (ACP)
SPC	Student Promotions Committee
TUS	Touro University System
TUC	Touro University California
TUCOM	Touro University California College of Osteopathic Medicine

C. Sanctions

1. Sanctions may include any of the following or combinations thereof:
 - a. Class A Sanctions
 - i. Expulsion/dismissal
 - ii. Documented on the student's official university transcript.
 - b. Class B Sanctions
 - i. Suspension up to twelve (12) months from Touro University California College of Osteopathic Medicine

- ii. Documented on the student's official university transcript.
- c. Class C Sanctions
 - i. Placement on professionalism Probation. (Academic Integrity, Conduct, and Professionalism Probation Policy)

Students must meet the minimum standards of academic integrity, conduct, and professionalism set by the institution to remain in good standing. Students will be placed on Academic Integrity, Conduct, and Professionalism Probation (ACPP) if they receive a negative finding via a formal ACP committee hearing or fail to satisfy the terms of a Memorandum of Understanding issued by the ACP Committee. A student will be removed from Academic Integrity, Conduct, and Professionalism Probation only after successfully completing any assignments or required actions as indicated in the formal findings of the ACPC or satisfying requirements of a Memorandum of Understanding. Students may be required to be on ACPP for the remainder of their academic career at TUCOM.

Terms of Probation

When a student is placed on Academic Integrity, Conduct, and Professionalism Probation (ACPP), it is noted in the student's academic, professionalisms files, and official transcript. Subsequently, when a student has successfully satisfied the requirements that led to probation, this is also noted in the student's files and transcript.

When a student is placed on ACPP, following approval by the Dean of the TUCOM, they will be notified in writing by the Dean and the reasons will be stated. When the terms of ACPP have been satisfied, the ACP Committee will notify the Dean that probation has been rescinded and a letter will be provided to the student.

A student on ACPP may not serve as an officer of any official TUC, TUCOM, TUS, National, State, regional, local club, or organization/committee/work group without explicit permission from the Chair of the ACP Committee of TUCOM or designee. A student on ACPP may not serve as a representative of TUCOM in the operations of the Admissions Office or on TUC committees without explicit permission from the Chair of the ACP Committee or designee. A student on ACPP may not serve as a representative of the TUCOM at off-campus conferences or sponsored events without explicit permission from the Chair of the ACP Committee or designee.)

- ii. Indication of the disciplinary action in a letter of reprimand, in reference letters, in the Dean's letter, licensure, and regulatory forms, etc. Failure in the course, with consequences as determined by the individual program's rules and regulations.
 - iii. Reduction of the grade for a particular submitted piece of work, segment of work required for a course/clerkship, or the entire course/clerkship with or without the option of redoing the work or the course/clerkship.
 - iv. Requiring the student to redo the assignment.
- 2. Indication of ACPC review and letter of record/reprimand with or without action taken that will be kept in the students ACP file until graduation. This letter will be brought forward for any subsequent ACP complaints or violations. The sanction appraised should correspond to the degree of the violation.
- 3. Degree conferral will be suspended until the violation/case is fully adjudicated.
- 4. Repeat offenders may be subject to more stringent sanctions.

APPENDIX C

Attendance Policy

TUCOM Pre-Clinical Attendance Policy

The mission for the college is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy, and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and post-doctoral education, research, community service, and multidisciplinary and osteopathic clinical services. Therefore, all COM students will be held to the same academic standards.

For the purposes of this Policy, a business day is considered a Touro business day; that is one in which Touro is open for business.

Attendance Policy:

Pre-Clinical Years (OMS1 and OMS2):

The policy regarding absences from required pre-clinical experiences is intended to maximize the learning for each student and is aligned with the expectations for osteopathic physicians and physician-trainees. Excessive Absenteeism from the mandatory curriculum does not allow students the exposure, application, practice, and development of the knowledge, skills, and attitudes necessary to become an osteopathic physician.

This section of the Handbook outlines a process for which students need to communicate planned and unplanned absences and follow-up on coursework missed due to an absence. **The student will be held accountable for all required coursework in order to receive academic credit.** As a supportive Community that values wellness and well-being, the TUCOM faculty, staff, and administration recognize that various circumstance – emergent or otherwise – will require members of our community to occasionally be absent from class or other required activities. We must work together to support each other during circumstances that take us away from our commitments.

Students are expected to attend at least 79% of the mandatory curriculum (including but not limited to learning events such as lectures and labs deemed mandatory, as well as quizzes and exams), as outlined in each course syllabus. Mandatory events are clearly defined in each course syllabus; these are required learning events that are necessary for the success of each student. The 79% attendance is calculated separately for each course.

For purposes of this Policy, 79% attendance applies to an event in its entirety. That is, mandatory learning events – labs, lectures, etc. defined as mandatory in the course syllabus – must be attended in full as explained in this policy to count toward the 79% attendance.

Any student who is more than 30 minutes late for a mandatory learning event will be considered to have missed the event in full.

Absences shall be categorized as follows:

- **EXCUSED ABSENCES.** Documentation will be required for Excused Absences. Excused Absences shall consist of the following:
 - Medical illness
 - Emergencies
 - National, Regional, or State professional meetings pre-approved by the Associate Dean of Academic Affairs
 - Mandatory Court Appearances
 - Emergency medical appointments
 - Funerals of immediate family members
 - Military obligations on orders (National Guard/Reserve)
 - Natural Disaster or severe weather.
- **UNEXCUSED ABSENCES.** All other absences are considered Unexcused, including when a student fails, regardless of the reason, to provide documentation for what would otherwise be considered an Excused Absence.
 - An unexcused absence represents a lapse of professionalism and may be recorded in the Professionalism Competency for the course.

All absences, whether Excused or Unexcused, shall count toward the 21% absence threshold. Course-specific events requiring Excused Absences can be found in each course syllabus.

Process Overview:

- Absences from non-mandatory classes/learning events do not require any action.
- Absences from **Mandatory** Curriculum:
 - ***ALL reasons for absence will count towards the 21% maximum allotted time missed.***
 - Course Coordinators will track the individual absences in the gradebook. Students who reach 12% absences will be asked to meet with the Course Coordinator to discuss their trajectory for success in the course. Students who reach 15% absences must meet with the Academic Affairs department to discuss any specific student needs and concerns that may negatively impact their success.
 - A student who exceeds 21% absences from mandatory events will be referred to both the SPC and ACP to address next steps. This may include placing the student on Academic or Professional Probation, taking a leave of absence, and repeating the course. Academic Probation and/or Professionalism Probation are reported on the student's final transcript.
 - **Prior to the absence**, to the extent possible, the student must contact the Course Coordinator and the learning event lead of the planned absence.
 - Without approval for extenuating circumstances, make-up examinations or assignments are due within three (3) business days of the student's return to campus, with the time and date of the make-up examinations at the discretion of the Course Coordinator.
 - The student is responsible to obtain all make-up work and complete it in a timely fashion. Assignments that may have a make-up option available per the syllabus should be made-up within three (3) business days of the student's return to campus.
 - The student must submit the **Absence Notification Form (ANF)**. The form is located in Appendix D of the Handbook, and at this [link](#), and on the Student Intranet. A form should only be submitted when a student knows that they cannot attend a mandatory

event. Every absence form submitted will activate an automatic email receipt to the student and will populate the Absence Summary Record. This form will be received by the Academic Affairs Department and reported to the course coordinators.

- **A submission of an ANF must be submitted no later than thirty (30) minutes after the start of the mandatory event**, when possible. Exceptions due to an emergency need to be approved by the Academic Affairs department. A pattern of repeated late submissions will result in a negative professionalism report. Failure to complete an ANF will result in a professionalism lapse within the appropriate course(s).
- *Students are encouraged to utilize an absence when they are experiencing illnesses that may be transmitted to other students, faculty, and staff.*
- **Routine appointments**, such as healthcare provider visits, automobile servicing, etc., should be scheduled on days other than days with mandatory events. Unavoidable planned appointments should be submitted at the beginning of the term or as soon as the dates are known.
- **Jury duty**: Any student who receives a summons to appear for jury duty must immediately notify the Academic Affairs department. They will assist the student in providing documentation regarding mandatory learning events to present to the court. Please note that the court makes the final determination whether the student may be excused from jury duty and is not required to (and therefore might not) accept the student's documentation. If the student is not excused by the Judge or prefers to serve their jury service, they must submit an ANF immediately. **The student must provide proof of service, including the dates/times they served and their expected date to return to campus.**
 - *Sometimes a court may offer to delay a student's jury service. If this occurs, the student may not immediately receive new dates for jury duty and must consider whether it is better to serve their original dates for jury duty or to wait and see what new dates are received from the court, even though it may possibly fall during a busier time academically.*
- **Multi-day absences are discouraged.**
 - **Special note for illness**: If an illness lasts more than two (2) days, a note from a medical provider is **required**.
- **Planned Absences**: Students should meet with the Course Coordinators to discuss all implications prior to finalizing any arrangements for a planned absence. Meeting with the Course Coordinator allows the student to understand the impact on their course work. If the student is expecting to miss major exams (examsoft exams and practicals), they must also meet with Academic Affairs. Examinations and practicals must be made up within three (3) business days of the student's return to campus. Planned absences, whether personal reasons or conferences, require thirty (30) days' advance notice.
 - Students will follow the holidays and break schedules according to the official school calendars. If a student follows holidays not recognized in the TUC and/or the COM calendar, they should submit an ANF at the beginning of the term, or no later than thirty (30) days prior to the planned absence.
 - **Conferences and Research/Poster Presentations**: If a student is required to attend a conference due to a research project or leadership position, any applicable ANF forms must be submitted a minimum of thirty (30) days in advance with all required details. The student must be in good academic standing. Failure to submit the planned event (whether conference or personal

event) at least 30 days in advance may result in a professionalism lapse in the courses they will miss.

- Major life events such as weddings, honeymoons, or other special family circumstances that are planned require submission of the ANF a minimum of thirty (30) days prior to the absence.
- Attendance Policy for Clinical Rotations: A third- or fourth-year student will follow the procedures for requesting an excused absence that are detailed in the Clinical Rotation Manual for Students and Faculty, section on "General Student Protocols," which includes submission of the proper request forms and approval by the preceptor as well as by the Associate or Assistant Dean for Clinical Education of TUCOM.

Student Absences to Attend Off-Campus Conference and Events (Professional or Personal)

TUCOM will grant excused absences to students to attend the following events, provided that the event does not conflict with mandatory activities that cannot be reasonably made up. All elective events require a thirty (30) day advanced notice to the Academic Affairs office via an excused absence form. As stated above, these events will count against the required 79% attendance of all mandatory events.

Examples include:

- Meetings for which the student would attend as an officer or designated representative of a university or College chapter of the organization.
- Meetings at which the student is presenting a talk or a poster as a representative or author from Touro University.
- American Academy of Osteopathy Annual Convocation, American Osteopathic Association - OMED Annual Conference and Osteopathic Physician and Surgeons of California Annual Convention and/or Annual Fall Conference.

All other meetings are considered optional events that the student may choose to attend but they may not receive credit (points) for course activities scheduled at those times, as well as count against their required 79% attendance at mandatory learning events

Personal events such as weddings, family gatherings, etc.

These event(s) should not exceed one day of excused absence.

The following procedures are to be followed when requesting an excused absence to attend meetings or events in any of the above categories:

- A first- or second-year student will fill out an Absence Notification Form (ANF) and submit it to the Associate Dean of Academic Affairs or designee. This form must be submitted thirty days in advance of the planned meeting. The Associate Dean of Academic Affairs or designee, for meetings where the student is attending as a representative of a university or College organization, will consult with the Associate Dean of Student Affairs to confirm that the student in fact holds said position.

- If the Associate Dean of Academic Affairs or designee is satisfied that the criteria for approval have been met, they will indicate approval on the request form and will notify affected faculty and the student of the approval. This does excuse the student from the overall attendance requirement(s). However, it will allow the faculty to provide a make-up assignment or examination.
- The student will be responsible for any curricular material missed during the excused absence and will be allowed to make up other points that may have been awarded for minor quizzes or group activities.
- A third- or fourth-year student will follow the procedures for requesting an excused absence that are detailed in the Clinical Rotation Manual for Students and Faculty, section on "General Student Protocols," which includes submission of the proper request forms and approval by the preceptor as well as by the Associate or Assistant Dean for Clinical Education of TUCOM.

Objective Structured Clinical Encounter (OSCE) Examinations: Requirements, Make-Up Examinations, and Remediation Examinations

All OSCE examinations are mandatory. Standard procedures apply for reporting absences and for determining whether they are excused or unexcused, as described above.

A make-up OSCE may be scheduled and if so, must be taken at a time determined by the College. A student who takes the examination at the originally scheduled time or takes a makeup, but fails the examination, may be allowed one opportunity for remediation no later than the period between the last day of classes and the grade reporting deadline, as permitted in the Syllabus for that course.

APPENDIX D

Forms Students May Need:

Add/Drop Form

<https://touro.box.com/s/tavy691ucr7rlfwirfgclivuuheninju>

COM-Research Department – Research Participation Request

<https://touro.box.com/s/vdrfxk3kp9h8fdhef0n00h5vkmxlcma>

COM-Research Department – REQUEST FOR TRAVEL REIMBURSEMENT FOR RESEARCH CONFERENCES

<https://touro.box.com/s/0c8l253bdzq90ydi5j49p66rp8syp7ix>

Course Grade Appeal Form

<https://touro.box.com/s/mm2ci6vapms2xs3zb2xuheh6bb303u15>

Absence Notification Form (ANF)

https://tuc.co1.qualtrics.com/jfe/form/SV_eUUL4hP9hkAUioC

Leave of Absence (LOA)

<https://touro.box.com/s/Ornea5o7wcmo2kt7kb9kjr4o12yez3h>

Leave of Absence/Academic Pause

<https://touro.box.com/s/kvjxd99ew4um996ykwzbf1av6xcv1w9h>

Professionalism Report Form

https://tuc.co1.qualtrics.com/jfe/form/SV_ePyUp1AAkIbXhwG

Petition to Return to Classes (PTR)

<https://touro.box.com/s/zpp2wrg99ugtbi0bq6d4xhvfipe0ydrx>

Travel & Conference Requisition Form

<https://touro.box.com/s/o2l5tbb5bicldd8k0462365cz7w9irvg>

TUCOM Student Travel Request Form

<https://touro.box.com/s/sai6fuls72lz4f9vxb5vxrnog3bnbsv6>

[Request for Letter of Good Academic Standing Form](#)