

College of Osteopathic Medicine

2022 – 2023 Student Handbook

Revised Summer, 2022



TOURO UNIVERSITY
C A L I F O R N I A

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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 University 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 applied to all aspects of the student's academic progress and personal conduct for as long as the student is enrolled.

This Student Handbook contains only general guidelines and information. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the policies and procedures of Touro. Some of the subjects described in this Handbook are covered in detail in the Touro University California Student Catalog and other official policy and procedure documents. You should refer to these documents for specific information, since this Handbook only refers to those policies. For that reason, if you have any questions concerning a particular policy or procedure, you should address your specific questions to the Office of Student Affairs. Please note that the terms of the full official policies are controlling in the case of any inconsistency.

This Handbook is neither written nor meant to confer any rights or privileges on students or impose any obligations on Touro. No individual or representative of Touro (except the President) has the authority to enter into any agreement or understanding contrary to the above.

This Handbook is written for informational purposes only and may contain errors. The policies, procedures and practices described herein may be modified, supplemented or discontinued in whole or in part, at any time with or without notice. However, we will attempt to inform you of any changes as they occur. However, it is your responsibility to keep current on all College policies, procedures and practices. It is your responsibility to review College policies and procedures in detail and to request any clarification needed from the Office of Student Affairs. Violation of College policies or procedures may result in disciplinary action, including dismissal from the program. Action may be taken against a student notwithstanding their failure to appear or otherwise participate in disciplinary or grievance proceeding.

The Touro College and University System (TCUS) Academic Integrity Policy, the Student Code of Rights and Responsibilities, the Student Code of Conduct and the TUCOM Code of Ethics all express Touro University California's value of students conducting themselves in ethical and appropriate manners as scholars and as student doctors. Student doctors are held to the highest standards and violations of these

policies are first resolved with the student and the TUCOM administrative procedures. As the student's academic program standing is the primary university standing, most issues are resolved through processes outlined in the TUCOM student handbook. Where the student handbook is silent on an issue or unclear to the proper process the TUCOM student and administrators will work with the university administrators to resolve the issue(s) using the processes outline the TCUS policies.

Students are required to investigate for themselves as to whether the program they enroll in meets their personal, educational and career needs. While students may expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. The payment of tuition entitles a student to register and matriculate in the courses and programs available and offered by the Touro School or program 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 our 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. In order 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.

COVID-19

The Covid-19 global pandemic has caused a disruption to higher education institutions. Touro's response has been consistent with best practices, based on clinical recommendations and with the best interest of our Touro community in mind. As a result of having a hybrid curriculum, the faculty and leadership have determined that our student-centered educational model would now continue with a mix of activities, including hands-on labs, in-person and live streaming lectures, self-directed learning events, and on-campus assessments. Students are asked to please stay in contact with the COM administration, faculty and student services staff to remain current in response to the Covid 19 pandemic.

COVID-19 Related Clinical Procedures

Each student's Academic Program has certain clinical/course requirements and sequencing. While the Program strives to adhere to its established timing of courses and clinical experiences, unforeseen events may hamper their availability. When such situation occurs, it is possible that the completion of the Program may be delayed and the time in the Program extended to meet accreditation requirements. Furthermore, once appropriate clinical experiences have been arranged, it is up to the student, not the Program, to decide whether to attend the clinical site. Should a student decline to participate, the student understands that their progression in the program may be delayed. Students declining to participate in clinical or other experiential components of their program should contact their Academic Program administration to ensure that they understand the requirements for graduation as well as financial aid and other rules and regulations are satisfied.

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 for Lifelong Education (1989); the New York School of Career and Applied Science (1995); the Graduate School of Education and Psychology (1995); Touro University College of Osteopathic Medicine California (founded in 1997 as the San Francisco College of Osteopathic Medicine); the Lander College for Men in Kew Garden Hills (2001) created through a merger of two previously separate divisions, the School of General Studies (founded in 1974) and the School of Career and Applied Studies (created in 1995); Touro University Nevada (2004); Touro College South in Florida (2006) and Touro University College of Osteopathic Medicine New York (2007).

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

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. and the Master of Science of Medical Health Science); the College of Pharmacy (founded in 2004 grants the Doctor of Pharmacy and the Master of Science of Medical Health Science - Pharmacy Science); 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 Teacher Education and provides teacher credentials; and the School of Nursing (founded in 2014) which grants the Masters of Science Nursing.

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 is currently in development in Montana.

SECTION II: TOURO UNIVERSITY COLLEGE OF OSTEOPATHIC MEDICINE

Mission of Touro University 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.

TUCOM Key Accomplishments and Milestones as of June 2022

- Dr. Tami Hendriksz, an alumnus of the college, has completed her first year as the Dean of the COM, after the retirement of Dr. Michael Clearfield in July 2021, who previously served as the Dean of the COM for 15 years.
- For the tenth consecutive year TUCOM-CA has been ranked in top 15 nationally for our graduates matching in Primary Care Residencies by U.S. News and World Report.
- In 2017 – 2018 TUCOM earned three national recognitions for innovative curriculum. In 2017 Dr. Jennifer Weiss received the American Association of Colleges of Osteopathic Medicine (AACOM) *Marguerite Ellison Prize for Innovations* in Clinical Education for her design of the Year 3 Clinical Distinction program. In 2018 she and colleagues were awarded the *Stephen Abrahamson Award for Outstanding Innovations* at the Innovations in Medical Education Conference. Also in 2018, Dr. Tami Hendriksz received the AACOM *Innovation in the Development of Enduring Educational Materials Award* for her design of the Patient Perspectives curriculum.
- The TUCOM classes of 2021-2023 achieved outstanding success on national board exams. Complex Level 1 results noted in the next table:

Class	TUCOM	National
2023	95.49%	92.20%
2022	96.92%	93.70%
2021	89.47%	94.34%

- TUCOM students continue to excel on the Pass rates of USMLE Step 1.

- TUCOM is the number one medical school in California, percentage wise, for preparing primary care physicians and serving disadvantaged and rural populations. About 52% of graduates from 2001-2020 practice primary care, 26% practice in underserved communities and 8% practice in rural communities, according to data reported by The National Center for the Analysis of Healthcare Data (NCAHD) in 2021.

In 2017 the COM was awarded the AOA Strategic Team Award and Recognition (STAR) for its contributions with the TUCOM GROUPIE program. The GROUPIE program investigates pre-specified outcomes of our graduates to demonstrate distinctive and distinguishing characteristics in seven areas; Global Health, research related to Osteopathic Manipulative Treatment and obesity, hand-held ultrasound, Public Health, interprofessionalism and empathy

- In August 2017, the Journal of American Osteopathic Association (JAOA) publishing four articles highlighting the GROUPIE program at TUCOM.

Metrics from the class of 2025 indicate the increasing quality/characteristics of entering students:

- Average academic metrics:
 - Science GPA: 3.53
 - Cumulative GPA: 3.56
 - MCAT: 509

Highest Degree earned:

- Bachelor's Degree: 97 (72%)
- Master's Degree: 38 (28%)
- 11 students enrolled in our dual degree DO/MPH program.
- Student American Academy of Osteopathy Chapter was one of four nationally to receive the Presidential Accolade Award acknowledging the club's combined impact and promotion of OMM.
- Since 2015 our Diabetes Prevention Program (DPP) -has trained our students to become CDC Lifestyle Coaches over the course of an academic year. To date, over 350 coaches have been trained and multiple students have achieved Master trainer status.
- In 2017 two new affiliated programs to DPP were instituted:
 - Mobile Diabetes Education Center (MOBEC) was funded by a gift from Sutter Health System and additional support offered from Solano County Public Health. Since opening MOBEC has served more than 300 people—

including free diabetes screenings (finger stick glucose and A1c), free diabetes education, Dia-BEAT-it exercise classes, and recruiting and offering the Diabetes Prevention Program (DPP) and the Diabetes Education and Empowerment Program (DEEP).

- DEEP is a ~~new~~ program supported by the Centers for Medicaid and Medicare Services, it begun in the underserved communities of Solano County. The Student Run Free Clinic was the site of the first DEEP program. Since its inception, there have been multiple cohorts at a variety of Solano county locations.
- Since 2014 TUCOM students rotating in Tanzania and Ethiopia were trained as certified trainers in the Helping Babies Breath program, training a total of 168 nurses and 184 health extension workers in Tanzania and Ethiopia. To our knowledge, we are the first medical school (DO or MD) to train students so they can train health workers in these skills during their summer internship. The Covid-19 pandemic forced a pause in our global health trips. TUCOM looks forward to our return to global training and travel, as soon as the pandemic allows.
- In 2016 the Touro Metabolic Research Center was opened which has enhanced our research efforts in obesity, diabetes and related metabolic disorders allowing greater collaboration with colleagues throughout the Bay area.
- In 2022, Dr. Grace Jones was awarded a 4 year NIH grant. The 4-year NIH grant, "Extra-hepatic postprandial metabolism of dietary fructose" addresses the non-hepatic metabolism of fructose, including 1) the amount of fat made in the gut and intestinal factors involved in regulating fat in the bloodstream, 2) how much fructose circulates in the bloodstream, and 3) how much fructose is used as fuel, thus producing CO₂.
- In 2016, Dr. Alesia Wagner was awarded the W. Douglas Ward PhD Educator of the Year Award by the American Osteopathic Foundation.
- TUCOM has increased its community footprint with the continuing development of the affiliation and partnership with 3 Federally Qualified Health Centers in Solano county, following our mission to work with underserved communities most in need of health care.
- TUCOM's multidisciplinary Student Run Free Clinic (SRFC) re-opened after a temporary closure due to the Covid-19 pandemic in October 2021. From October 2021 to April 2022, the SRFC has had 10 functional clinics, 250 unique volunteers across 4 programs, 1000 student volunteer hours and 159 preceptor hours.

- The People’s Garden Project which grows healthy foods for Solano Country's most in need residents was enhanced this year with a Mobile Garden Bus which further broadens its community impact.
- TUCOM has continued its partnership with Dignity Health St. Joseph’s Medical Center in Stockton, California. With St. Joseph’s, we increased and/or developed residency training programs in the following specialities:
 - Internal Medicine
 - Anesthesiology
 - Transitional Year
 - Neurology
 - Urologic Surgery
 - Psychiatry
 - Family Medicine
 - Emergency Medicine
 - OBGYN (in conjunction with another hospital in the area)
 - General Surgery (in conjunction with another hospital in the area)

When total residents are fully reached, there will be 189 graduate medical positions.

To help support the residency programs, Touro Medical Group has been formed to provide the programs, medical center and its patients with the various specialists necessary. These physicians are affiliated directly with TUCOM in a faculty role.

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.

In the spring of 2015, TUCOM underwent its seven year COCA accreditation visit at both TUN and our campus. The result of this visit was very positive with many areas noted for their strengths and a commendation received for TUCOM's strong research programs. This spring, 2022, TUCOM had its next COCA accreditation visit at 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.

Policy on Student Complaints Regarding Institutional Compliance with Accreditation Standards

The Dean of the College of Osteopathic Medicine or other institutional official designated by him/her 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 designated by him/her 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 www.do-online.org by following the links under Education. Individual students (or their elected 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
Website: <http://www.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, complaint or grievance about academic quality either informally or formally in writing to a faculty member, or department leadership. If satisfactory resolution is not found, the student or student group may appeal in writing to the Dean of the COM to intervene on his/her/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 University Provost through advocacy from the Associate Dean of Student Affairs in writing.

Degree Awarded

The Doctor of Osteopathic Medicine is conferred upon graduates of TUCOM who have fulfilled all of 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 basic sciences and primary care 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 to osteopathic medicine and the health care delivery system and to promote delivery of osteopathic healthcare in the community we serve.

The administrative 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 osteopathic physicians imbued with the philosophical principles and palpatory and manipulative skills of osteopathic medicine. It is the stated 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 advance further into the osteopathic specialties or academic careers.

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 stresses the interdependence of the biological, clinical, behavioral and social sciences. 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.

A primary care physician 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, 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. The 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 world view 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, a 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 is slowly changing today, many schools of osteopathic medicine still lead the nation in the development of primary care physicians. 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 Medical 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 exam 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 internship year.

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.

SECTION III: GENERAL ACADEMIC POLICIES

Student Affairs

Satisfactory Academic Progress

All students, including those receiving federal financial 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 or variation such as Pass/No Pass/Honors. Each student must pass each course before promoting 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 of 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. Failed courses include course grades issued as NP, or W/U Withdrawal/not in good standing. Students who fail a repeated course may only attempt the course a third time with permission of the Student Promotions Committee, however, Title IV aid will not be awarded for any additional attempts at that course. Except for TUCOM preclinical courses, as addressed below, students will not be awarded financial aid for repeated courses with an original grade of Pass or higher. Students not passing each

graded item composing a course will be eligible for Title IV aid for one repeat of the entire course, regardless of individual scores in graded items in 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

(<http://studentservices.tu.edu/financialaid/policies.html>).

At the discretion of the Student Promotions Committee, as an alternative to repeating an entire course, students may be allowed to remediate a course grade of NP – No Pass. Remediation of a course may include submitting additional work for evaluation or revising prior assignments. If an NP – No Pass grade has been successfully remediated an NP/P grade will replace the NP on the transcript.

Maximum Time-Frame and Completion Rate

Due to the serialized nature of TUCOM’s 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](#). Students in TUCOM are expected to complete degree requirements within 150 percent 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 time-frame 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 at any time within a student's course of study that they will be unable to graduate within the 150% time-frame, the student will become immediately ineligible for financial aid.

Student Counseling

All students have access to the Student Counseling Center. Resources include learning specialists, career planning, and counseling. All aspects of student counseling services are strictly confidential. For more information, please refer to the Student Counseling Center 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 <http://com.tu.edu/aboutus/WARM.html> is a faculty, staff and student led program that aims at developing a strong professional identity of wellness, lifelong learning and self-care among students and future practitioners. The WARM philosophy states that healthcare practitioners should “lead by example; provide for personal care and well-being by utilizing principles of wellness and disease prevention in the conduct of professional and personal life.” WARM is embedded in the [academic mentor program](#) and plays an important role at TUCOM. This activity allows 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 his/her assigned students. Faculty mentors do assume a pro-active role, however, 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 and once in the spring.
- 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 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. ~~one~~ They will need to fill out a change of mentor form located on the WARM Mentorship and Professionalism page on the TU Website and submit it to the Office of the Associate Dean of Academic Affairs. An email from the student must also be sent indicating their intent to switch mentors. This email must include the old and new mentor, as well as the Associate Dean of Academic Affairs.
- Faculty should notify the Chair of the Professionalism Committee if there are any concerns regarding professionalism in any student by using the Professionalism Report Forms available [here](#).

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- Professionalism Report Forms are available (<https://com.tu.edu/professionalism.html>) for anyone on campus to report positive or negative examples of professionalism.

Participation of Students in Extracurricular Health-Related Activities

Community service is a mission-related activity of TUC and of TUCOM and is to be encouraged. However, 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 when they are scheduled on the Sabbath or on other Jewish holidays that are observed by Touro. Therefore, this policy sets forth guidelines and an approval process for participation in any health-related extracurricular activity.

- No TUCOM student may participate in any extracurricular activity that has TUCOM sponsorship or that advertises TUCOM in any way, if such an activity is held on the Jewish Sabbath or on any Jewish holiday that is officially observed by TUCOM.
- Participation in activities that are responding to an acute emergency situation may be excluded from the prohibition regarding the Jewish Sabbath and Jewish holidays, but require the approval of the Senior Associate Dean, Dean or designee. The Campus Rabbi should be consulted in a timely fashion.

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

Students on Academic Probation are not able 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. The SPC may be asked to assess and decide whether students must discontinue extracurricular activities, or not.

Lab/Clinical/Rotations Dress Policy

SAFE-LEARNING ENVIRONMENT

TUCOM shares a commitment to social justice. This commitment includes the creation of safe learning environments. We recognize that societal biases impact underserved and underrepresented populations in varying ways. As such, we are committed to holding ourselves accountable when it comes to issues of racism, sexism, homophobia, transphobia, ageism, ableism, weightism, and learning ability as it arises in learning, work and social spaces. Expectations for learning spaces are concomitant with these values. It is, therefore, important that we practice informed consent and model trauma-informed care at all times.

TUCOM is committed to Diversity and Inclusion and strives to phrase policies and foster a campus culture and programs that reflect these values. Thus, individuals who feel these policies are exclusionary should feel free at all times to bring concerns to Course Coordinators and Administrators for review and updating. Religious and personal dress code accommodations may be provided on request by contacting the Office of Student Affairs.

DRESS STANDARDS

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. As health professional students you are seen as representatives of the profession of osteopathic medicine.

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].

Professional attire includes: blouses, collared shirts and ties. These are to be worn with dresses, skirts or slacks and closed-toed dress shoes with hard bottoms. Attire should not reveal undergarments. Form-fitting undergarments must fully cover genitalia in all different positions required for all physical examination and academic events. Course Coordinators will take into account 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.

Osteopathic Manipulative Medicine (OMM)

All students are required to wear loose fitting light weight shorts and a T shirt made of cotton, nylon, or polyester. Denim, leather, and other stiff fabrics are not acceptable because they restrict motion and the ability to palpate through them. Lycra and Spandex garments are also not acceptable in the laboratory. Shorts should not cover the knees in order to allow visual and palpatory evaluation of the knee. Shorts should appropriately cover upper thighs regardless of the student's position on the OMM table. Clothing/lab attire should NOT have pockets or zippers. In addition, students, who wish to cover their breasts, are required to wear a sports bra or the top of a two piece bathing suit. T-back design sports bras are not acceptable because they cover too much of the spine, restricting motion and the ability to palpate. Do not assume because the topic of a lab does not seem to require shorts that you do not need to be wearing shorts. You need to be able to expose the paraspinal region of the back or be in shorts for EVERY laboratory session. Failure to do so will result in lost points for the lab. At each OMM lab, you will be expected to indicate whether you are appropriately dressed for lab, which specifically addresses personal and professional integrity.

Osteopathic Doctoring (OD)

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 yoga pants, 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 the hospital gown for those who wish to cover their breasts) when they are in the role of the patient.

Gross Anatomy Lab

1. Shoes with closed top, heel, and toe (this is an OSHA requirement and no exceptions can be made under any circumstances).
2. Scrubs top and bottom (to be purchased by students)
3. Gloves (to be purchased by students)
4. Face shields (to be provided by the University)
5. 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.

Examinations

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.** Faculty proctors are responsible to maintain 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.

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Clinical Experiences and Rotations

On clinical experiences and rotations, students must wear dress that is professional in nature. White coats with TUC issued name tags are required. Professional appearance specifies: 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:

John Smith
TUCOM
Osteopathic Medical Student

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 particular course, only by arrangement with the Course Coordinator and approval from one of the Associate Deans. A student sitting 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 not available to unregistered students, and the student may be asked to cease attending the course, at the discretion of the Course Coordinator. The Course Coordinator may drop the student from the course for nonattendance or when the presence of unregistered students may disrupt the 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.

Course Management and Examination Policies

Posting of course Materials Learning Management System (LMS)

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 forty-eight (48) hours prior to the lecture or laboratory/small group session. 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.

Standardized Display of Grades in LMS

Standardized Display of Event Scores and Cumulative Course Scores

1. Display of quantitative event scores 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.
2. Students who wish to know their performance relative to their peers (e.g., percentile rank, z-score) must request this information from their academic mentor or Course Coordinator. This information will be conveyed by the academic mentor on an as-available basis only, not an on-demand basis and not for all scored events.

Standardized Display of Weighting

1. For every course, a grading grid will be created that shows all planned graded activities or planned categories of graded activities. In the event that weights are to be applied, the planned weight in each graded item and the course overall will be indicated. The grid will also show that the planned weights equal 100% in each graded item and the course overall . In the event that 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 .
2. The grading grid will be published in each course syllabus and placed in the online instructional platform.
3. If the plan is revised a revised grid will be posted and the students will be advised of the change.

Standardized Display of Grades in LMS

The first several columns in the gradebook will display the running totals for each graded item, such as subdisciplines, and the course overall.

Running totals will be updated and displayed frequently, preferably as results from each graded experience become available.

Grading Criteria Changes in Syllabi

Course changes may be needed at any time during the course year due to unforeseen circumstances (adding or ceasing an academic activity) or when the academic benefit to the student is deemed by faculty to be greater than the difficulty involved in making

such changes. An example would be the need to start or cease an academic activity (e.g., autopsy visits) once a syllabus has been completed and/or a course has started. Two possible grading change alternatives are recommended; one is "makeup work", the other is "reweighting".

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

When a new academic activity is added to the grading criteria, the grade fraction for the new activity will be apportioned to the overall course or graded item(s) for those students who performed such activity.

Course coordinators may use any of these grade change options, a combination of them, or come up with additional alternatives.

All additions or deletions of academic activities during the progress of a course and all proposed grading criteria changes must be submitted in advance for review and approval by the Curriculum Committee.

Once grading changes are approved, Course Coordinators will include them in a revised syllabus that will be circulated among students and posted in the online education platform.

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 in the course syllabus and made available to the students from the first day of classes.
- 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%."
- No "fatal" questions may be included in the course grading plan, either through non-scheduled or scheduled activities.
- These limitations do not apply to points derived from team-based learning exercises or other scheduled activities.

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 computers. If the faculty wishes for students to consult references such as books, notes, phones, computers, or other devices or technologies, an announcement to that effect will be made at the beginning of the quiz.

Access to the Gross Anatomy Lab

Students will have access to the anatomy lab 24 hours a day, 7 days a week, unsupervised. 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 sanctions stated in the Code of Conduct/Professional Promise of this Student Handbook.

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.
- Students must always log in 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 remain closed at all times.
- 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 covered at all times 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 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 in Canvas. Any extracurricular activities must be submitted in writing/ email and subsequently pre-approved by the US Curriculum Director a minimum of 3 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 remained locked unless in use for curricular events or pre-approved extracurricular events.
- Each event must be attended by a TUCCOM 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 Primary Care Department 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 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.
- Semi-Annual Inventory – current inventory will be taken a minimum of twice yearly by the Primary Care Department to assess current supply needs, US unit functional status, any maintenance needs, etc.
- 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 who 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 OPP department
- Please direct any and all questions regarding the above to the US Curriculum Director , the chair of the Primary Care Department or the Chair of the OPP Department.

Extra-Curricular Use:

- a. "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.
- b. All aforementioned items under the heading, "Curricular Use" apply to any extracurricular use as well.
- c. Curricular events take precedence over Extra-Curricular events
- d. Any extracurricular activities must be submitted in writing/email and subsequently pre-approved by the US Curriculum Director AND the OPP Department Chair or their designee(s) a minimum of 3 weeks in advance so that they may be coordinated with any ongoing or scheduled curricular events.
- e. Please direct any and all questions regarding the above to the US Curriculum Director. And the Chair of the OPP 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 different computerized off and online exams to examine student learning, competence, and readiness for board examinations, as well as to assess the curriculum. Computerized environments for assessment are subject to frequent updating of hardware, 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:

1. Students are required to be present on time for all scheduled examinations.
2. 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.
3. In most cases 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.
4. 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.
5. 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.
6. A student cannot be given an examination more than fifteen (15) minutes after the scheduled start time. The finish time for the examination will be as for the students who arrived on time.
7. The student 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. 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 most 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.
8. Make-up examinations must be accomplished within seventy-two (72) hours of the originally scheduled time. In the case of an illness or extenuating circumstances, the make-up must be accomplished within seventy-two (72) hours of a physician/mental health practitioner release 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.

9. Excused absences for non-emergent situations, such as professional conference attendance, personal events, 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).
10. 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.
11. Requests for an excused absence after the fact are not typically granted and may be subject to review by the Professionalism Committee.
12. A second unexcused absence may result in an Academic Integrity Violation Report to the Professionalism Committee.
13. Failure to make up the examination within the specified time period will result in a grade of "Zero" for that examination.
14. If a student fails to appear for an examination, the proctor or Course Coordinator will notify the Associate Dean of Academic Affairs or designee.

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 be maintained at all times to ensure fairness and validity. Students are expected to maintain at all times a decorum and demeanor that is consistent with accepted academic and professional standards during examinations.

Upon entry into 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. 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 inadvertently downloading the wrong exam file will be required to present their laptop to the Educational Support Specialist to verify removal of the file. 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.

Students must seek permission from the faculty/proctor of the exam to leave the room for any reason and may be required to be escorted out. No cell phones or similar technological devices are allowed to exit the room with students at any time.

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 will be asked to remove it, if deemed distracting or otherwise may bias exam results.

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

Examination Challenges

Following 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. In addition, course coordinators or individual faculty members, may determine if learning would be improved by a review and/or re-teaching of some material. They would then offer a session in which the security and confidentiality of exam items is maintained while selected material is reviewed and/or re-taught.

Posting and Review 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, No examination grades will be posted until the last regularly scheduled exam in a block has been given.
- Exam results cannot be released to students until all regularly scheduled exams in the current block or sequence of exams are completed. However, a Course Coordinator may choose to release exam scores prior to completion of make-up exams for any particular course(s).
- The Course Coordinator will post grades within five working days of the examination as scheduled, even if it occurs in a block of exams.

- Every effort will be made to have examinations ready for review within three 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 comply with TCUS policies and all grade reporting deadlines as described by TCUS.
- It is the responsibility of the faculty to provide accurate grades to the Registrar and to adhere to the timelines ~~stated above~~ as dictated by TCUS.
- 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 on the Official Change of Grade Form and have the required approvals.

Attendance Policies and Excused Absences

It is expected that students will attend all lectures in the required curriculum, laboratory activities, clinical rotations, elective, and audited courses. Departments and/or individual courses may establish more specific attendance requirements. Students requesting an excused absence from any required activity must complete a Request for Excused Absence Form and submit it to the Associate Dean of Academic Affairs or designee preferably before the absence occurs or within one week after returning to campus. The Associate Dean of Academic Affairs or designee will determine whether the absence is excused or not and will notify the student and the appropriate faculty.

Students who must miss laboratory or clerkship sessions should also notify the instructor or preceptor as soon as possible prior to the session to allow for any necessary accommodations. Failure to attend elective courses and/or laboratories may result in the removal of the elective credit from the student's record. Absences from any instructional session for any reason do not relieve the student from responsibility for covered material. Multiple excused or unexcused absences may be viewed as violations of the Code of Responsibilities and Rights of the Students and may merit a Professionalism Report.

The excused absence request form is located under Resources on the TUCOM website. Students must complete the form and submit to Academic Affairs (via online submission). Once the form is approved by the Associate Dean of Academic Affairs, the student and faculty are emailed on the decision. A database with the absences of every first- and second-year student for each semester is kept by Academic Affairs and shared with Course Coordinators.

- All excused absence requests should be filed before the date of the absence; no retroactive requests will be considered, with the exception of documented sickness or life emergencies (death in the family, illness, etc.).
- Students must notify instructors about their absence before the date of the absence whenever possible.
- Multiple absences may necessitate an Incomplete grade and repeat of a course or courses, as determined by the Student Promotion Committee. The Associate Dean of Academic Affairs will meet with individual students needing multiple absences to discuss pathways going forward and notification of the SPC.
- Excused absences for exams require formal documentation of illness or other extreme circumstance. Missing more than two exams in a single term will necessitate the to meet with the Associate Dean of Academic Affairs and possibly the SPC.
- Students absent for three or more days at a time may get an excused absence only for significant (illness, life emergencies) events that are properly documented.
- Once an excused absence is granted, the student must contact instructors and agree on make-up work.
- Whenever possible, make up work will be given to the student for excused absences, as established in the course syllabus, and will be reflected in the student's final grade. Make-up work for some activities (ECE, labs) may not be possible to arrange and may be substituted for work at the discretion of the course coordinator and approval of the Associate Dean of Academic Affairs.

Student Absences to Attend Off-Campus Conference and Events

TUC 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.

- 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

All other meetings are considered optional events that the student may choose to attend but he/she will not receive credit (points) for course activities scheduled at those times.

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

A first- or second-year student will fill out an excused absence form and submit it to the Associate Dean of Academic Affairs or designee. This form must be submitted one month 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, he/she will indicate approval on the request form and will notify affected faculty and the student of the approval.

The student will be responsible for any curricular material missed during the excused absence, will be credited for any attendance points missed during the 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.

In the event that an absence is excused, a make-up OSCE may be scheduled and if so must be taken at a time determined by the College. In the event that the absence is

unexcused, a failing grade will be assigned and one opportunity for a remediation examination may be provided, at a time determined by the College.

A student who takes the examination at the originally scheduled time or who has an excused absence and takes a makeup, but fails the examination, may be allowed one opportunity for remediation, at a time determined by the College.

Support of Students to Attend Research Meetings

The COM will budget annually for the support of COM students to present research at local, national, or international meetings. Distribution of funds will be governed by a selection process on a first-come basis. Requests for travel support may be submitted once presentation abstracts are accepted, but not before. The following rules will apply:

- Only one (1) student will be funded per presentation. Typically, that will be the first author. Another student author may be funded, with approval of the Associate Dean for Research, if the first author cannot attend.
- Any individual student will typically be funded for a maximum of one (1) meeting per year.
- A student wishing to be funded to attend a meeting must present a request in writing, including the abstract and details of the meeting as per the standard TUC Travel and Conference Request form, to the COM Research Director.
- The COM Research Director will make a funding decision, based upon quality of the research, impact of the meeting and availability of funding. Funding for international travel is likely to be very limited and, therefore, requests for such travel will be subject to particularly rigorous review.
- Expense coverage includes economy airfare, cost of poster production (if applicable) and TUC standard levels for meals, lodging and ground transportation.

Leave of Absence

A leave of absence is a pre-approved leave from TUC that suspends a student's course of academic and/or clinical study for a defined period of time. The amount of leave time granted depends largely on the personal needs of the student and the timing of the LOA within the academic program. Circumstances necessitating a leave of absence may include, but are not limited to, short or long-term personal illness, military training or obligations, jury duty, maternity and infant care, critical illness or death of an immediate family member and academic reasons requiring interruption of the normal course of study in order to complete remedial work.

Students who take LOA and have to repeat a course or whole semester(s) may request tuition write-off or credit to the Dean or appointee, who will issue a recommendation to the Provost and Dean of Student Affairs; such requests will be governed by Touro California tuition policies.

A student requesting a leave of absence for any reason must adhere to the following general procedure:

1. The student must meet personally with the Assistant Dean of Academic Affairs or Assistant Dean of Clinical Education to discuss the reason for the leave and the effects on his or her academic progress. A mutual decision is reached after careful consideration is given to personal and professional circumstances.
2. The student must then submit a completed Leave of Absence request to the Assistant Dean of Academic Affairs
3. The Assistant Dean of Academic Affairs will send an official notice to the student and to relevant faculty and staff indicating if the leave of absence has been approved or denied.

No leave of absence is official until appropriate paperwork has been completed and filed with the Registrar.

Any student not registered for a minimum of six credit units for the term or semester will be required to complete leave of absence paperwork. Students who are not registered for minimum credit nor on an approved Leave of Absences for three academic terms are subject to Administrative Withdrawal.

A maximum of two (2) cumulative or sequential LOA years may be allowed. The time spent in leaves of absence for up to two years is counted toward the maximum limit of six years that a student has to 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 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, as per the time periods described in this policy.

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

Preclinical students on LOA:

- 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 who have been on LOA for more than one semester or term may be required to repeat courses they have already passed, as directed by the SPC or respective Associate Dean.

Students should refer to University Catalog and Clinical Rotations Manual LOA policies for further information. Lack of compliance with LOA policies may place students in a 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).

Equipment Policies

Science Equipment/Slides

Students will be provided with physical or electronic materials with histology and pathology content. All shared educational materials must be given proper and ethical use by students.

Clinical Equipment

Information regarding the purchase of instruments will be provided during the orientation program. Students are advised to ask questions of faculty, students at other schools, and salespeople before purchasing any equipment.

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 as long as 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 Primary Care Department or the Associate Dean of Clinical Education. 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.

Satisfactory Progress and Promotion

For the Class of 2023 and each subsequent class, academic progress requirements include earning a grade of Pass for each course.

For all classes, whether enrolled in a full or partial curriculum, each student's cumulative curriculum weighted average must exceed 70% in order to be considered for remediation (see remediation options below). Failure to maintain a cumulative curriculum weighted average of 70% places a student in the category for dismissal. Promotion to the next academic year requires successful completion of all academic progress requirements for the preceding year.

Eligibility to Sit for COMLEX Level I Examination

Students must successfully complete all of the academic requirements for years 1 and 2 before taking COMLEX Level 1 Examination. In addition, all students are required to take a comprehensive nationally benchmarked basic science examination in the spring semester of the second year. This examination will be scheduled by TUCOM and all students will take it at the same time. The score on this examination will be considered in combination with the student's cumulative weighted percentage grade for the pre-clerkship curriculum (years 1 and 2) in determining whether the student must complete a structured preparatory program in order to be approved to sit for the COMLEX 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 are as follows:

Every student will 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 different COMLEX exams four times will not be allowed additional opportunities to take COMLEX again and will be placed in a category of dismissal.

COMLEX Level 1:

COMLEX Level 1 is to be taken after completion of all requirements of the preclinical curriculum and prior to commencing the COM Year 3 Clinical Clerkship course sequence. Students 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, in collaboration with the Student Promotions Committee (SPC), will approve taking COMLEX L1 for students.

Students with academic performance indicative of potential COMLEX L1 failure will be referred to the Academic Support service of Academic Affairs. Students may be required to complete supplemental COMLEX preparation assignments prior to taking COMLEX Level 1.

Upon failure of COMLEX L1 the first time, the student will be placed on academic probation, will immediately be removed from rotation, and will receive an incomplete ("INC") for the unfinished rotation. The student will be removed from his/her core Year 3 clerkship schedule and host-facility (-ies), and will be re-assigned at the discretion of the Clinical Education Department (CED) once a passing score is received. The student will meet with the Student Promotions Committee for review of options to maintain Satisfactory Academic Progress.

If a passing score is received prior to September 1st of the Year 3 curriculum, the student will be re-assigned to a core Year 3 clinical rotation site and will be removed from Academic Probation.

If a passing score is received after September 1st of the Year 3 curriculum it may not be possible for the student to complete the required eighty-eight (88) weeks of clinical rotations prior to the conferral deadline for their expected graduation date. Therefore, a student who does not have a passing score prior to September 1st of the Year 3 curriculum automatically becomes a member of the next graduation class. After receipt of a passing score, the student will be removed from academic probation and will be re-assigned to a core Year 3 clinical rotation site. However under these circumstances the starting date will depend on the rotation sites' schedules and availability.

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

Failure of a third attempt may 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.

COMLEX Level 2 CE:

COMLEX requirements and policy

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

Students in good academic standing are approved for registration for COMLEX Level 2 by the Assistant Dean of Clinical Education. Students with academic performance indicative of potential COMLEX Level 2 CE failure will be referred to the Academic Support service of Academic Affairs. Students may be required to complete supplemental COMLEX Level 2CE preparations prior to being approved to take COMLEX Level 2CE.

In the event of a COMLEX Level 2 CE examination failure, a student will be placed on Academic Probation and will be required to meet with the Student Promotions Committee. A remediation plan will be recommended in collaboration with the SPC,

and only after approval by the SPC will the student 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 his/her education. If the second attempt score is failing the student will be continued on Academic Probation, may be removed from rotations, and may have to take an official leave of absence until a passing grade is received. The student will be required to meet with the Learning Specialist and a remediation plan will be required, in collaboration with the Student Promotions Committee. The student may be asked to return to campus to complete the remediation plan.

Failure of a third attempt may 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.

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 repeat of the course, as determined by the committee.
- Any failure to maintain a cumulative percent average of 80% in the MPH program and 75% in the DO program will result in placement on academic probation. The student will have one (1) academic session within which to achieve the required cumulative average as designated by the program. If this is not achieved, the student will be reviewed by the appropriate program's Student Promotions Committee. Consequences may include, among others, an additional session to bring up the cumulative average to the specific program's required average, suspension from the program until further remediation is completed, or dismissal from the program.
- Failure in one program will not preclude continuation in the other program.

Both DO and MPH programs will appoint a faculty liaison to participate as a member on each program's Student Promotions Committee for Dual Degree students. Program Directors will consider all facts and make a recommendation to the Dean of the College of Health Sciences/College of Osteopathic Medicine, whose decision will be final.

Approval of Students to Participate in Global Health Summer Internship Program

A student must meet the following criteria in order to be approved by Touro University College of Osteopathic Medicine, for participation in the Global Health Summer Internship program:

1. The student may not be on Academic Probation at the start of the summer internship.
2. The student must have a passing grade in each fall semester course prior to leaving for a Global Health Summer Internship. Therefore, students must have successfully remediated any failed fall semester courses prior to leaving.
3. The student must have a passing grade in each course for the OMS 1 spring semester. Therefore, students are advised to carefully consider their academic status in spring courses after the second examination block, so that they can make the best decision about whether to risk losing a deposit.
4. If grades are not finalized prior to the group's departure for a Global Health Summer Internship, students who meet the above criteria prior to the departure date will be allowed to participate. However, they **MUST** leave contact information, including an email address, and are responsible for checking messages as well as their final grades. Students will be notified by email if they have in fact failed any course.
5. Students who have anything to remediate are required to return to campus immediately upon the completion of the Global Health Summer Internship and sit for remediation examinations, which must be completed no later than July 7. No exceptions will be made for extended travel beyond the end date of the internship program.
6. If a student has not met the above criteria at the end of the spring semester and, through exam challenges, subsequently meets the criteria after the group has left for a Global Health Summer Internship, that student will be permitted to join the group late, but only if the Director of the Global Health Program and the internship site are willing to accept a late participant. The cost of participation,

including any additional cost of late participation, will be the responsibility of the student.

Student Promotions Committee

The SPC is charged with evaluating, recommending and implementing academic standards and assessing the progress of each student to graduation. Students who attain satisfactory academic and professional progress are promoted to the following academic year, provided all tuition and fees have been paid. The SPC will meet or review each student who has failed a course, a clinical clerkship, or licensing boards, fails to meet the overall academic standards, fails to show satisfactory academic progress, or fails to meet graduation requirements.

After a thorough review of student performance the SPC recommends an action to the Dean. The SPC may recommend actions including, but not limited to, promotion, dismissal, academic probation, repeat or remediation of a course or term of study. These recommendations are communicated to the Dean by the Chair of the Committee. The Dean has the authority to accept or modify their recommendations.

The SPC may require one or more interventions at any time, including that the student:

- Be placed on Academic Probation.
- Repeat a course or take additional examinations.
- Meet scores predictive of success in examinations such as NBME, COMSAE, COMAT and other assessments.
- Take Boards preparation courses.
- Postpone rotations.
- Perform additional OSCEs.
- Take a Leave of Absence.
- Meet with learning specialists and health counselors.
- Meet with the Associate Dean of Academic Affairs, Associate Dean for Clinical Education, Professionalism Committee and other COM or University authorities.
- Seek outside professional help.
- Obtain approval for extracurricular activities
- Agree to a Memorandum of Understanding that stipulates requirements for continued enrollment.

Students must comply with recommendations and requirements issued by the SPC and approved by the Dean; students who do not provide evidence of adherence to SPC requirements or who do not meet academic improvement criteria will be subject to one or more of the following sanctions:

- Will not be allowed to proceed with remediation activities
- Will not be allowed to take or retake COMLEX exams, even if already scheduled
- May receive a negative professionalism report
- May be dismissed from the academic program

Academic Support

Early academic performance monitoring and intervention proactively insures academic support to students in need. The spirit of early intervention is to uphold the academic quality of the program, address academic progress issues and improve academic performance benchmarks.

Academic Support and early intervention are operated in close coordination with the Faculty Mentoring program. The Academic Support team helps students to use university resources, understand progress requirements, and anticipate learning objectives and challenges. Academic Support will contact students throughout the year as needed, and students are always welcome to initiate a meeting with Academic Support.

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 failing in any course or clerkship, fail to successfully complete licensure boards and/or fail to satisfy the terms of a Memorandum of Understanding. . A student will be removed from Academic Probation only after successfully remediating the course or clerkship, achieving the minimal cumulative weighted academic requirements, satisfying requirements of a Memorandum of Understanding and/or successfully completing licensure exams. Students who are directed to repeat a year of curriculum for academic reasons remain on Academic Probation until successful completion of all courses scheduled within that academic year.

Terms of Probation

1. 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.
2. When a student is placed on Academic probation, following approval by the Dean of the TUCOM, he/she will be notified in writing by the Dean and the reasons will be stated. When the terms of Academic Probation have been

satisfied, the Student Promotions Committee will notify the Dean that probation has been rescinded and a letter will be provided to the student.

3. A student on Academic Probation may not serve as an officer of any official TUC club or organization. A student on Academic Probation may not serve as a representative of TUCOM in the operations of the Admissions Office or on TUC committees. A student on Academic Probation may not serve as a representative of the TUCOM at off-campus conferences or sponsored events.

Modified Curriculum

TUCOM recognizes that some students may need to modify the standard prescribed curriculum. Students who are placed in a modified curriculum will not be considered for class rankings such as valedictorian. 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, who will then present a recommendation to the Student Promotions Committee. Eligibility for a modified curriculum depends upon the following condition:

- 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>).

Extenuating Circumstances

A student may petition the Associate Dean of Academic Affairs in writing for a modified curriculum, or a leave of absence. This petition 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 concerning a student's request for a modified curriculum or a leave of absence to TUCOM's SPC. The SPC then reviews the case and issues a recommendation to the Dean. The Dean or designee is responsible for notifying the student whether or not his/her request has been approved.

Remediation

In the event of a failed course(s) every effort will be made to give students an opportunity to demonstrate competency in each area of the academic program. However, remediation is to be regarded as a privilege which must be earned by a student through active participation in the educational program as demonstrated by regular attendance, individual initiative and utilization of resources available to him/her. Decisions regarding remediation by the Student Promotions Committee will be made on an individual basis after considering all pertinent circumstances in each case. Any student who earns a failing grade in a second attempt of a failed course will not be allowed to remediate and will be placed in a category of dismissal.

Students who do not meet the standards specified for satisfactory academic progress may be given an opportunity to remediate as recommended by the Student Promotions Committee and approved by the Dean. Decisions will be made by written notification to the student by the Dean or his/her designee.

After consultation with the Course Coordinator and/or faculty the Student Promotions Committee will require a remediation plan that includes, but is not limited to, the following:

1. A re-examination of failed subject material or course, as constructed and administered by the Course Coordinator or designee (see next section for details of policy on remediation and grading). Students who fail a re-examination will not be allowed to remediate again, will be reviewed by the Student Promotions Committee and may be placed in a category of dismissal.
2. Repeat the failed course during the next academic session in which it is offered. The student will receive the grade earned for each offering of the course.

Repeat the semester(s) or the academic year(s). The student will be required to repeat all course offerings.

Upon successful completion of a repeated course or academic term the student's cumulative weighted average of the course scores calculated in all courses taken in all terms, including failed courses, must be a minimum of 70% in order to satisfactorily meet the standards of satisfactory progress and promotion.

A student who does not remedy a failed grade(s) within one (1) calendar year of the issuance of the failed grade 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

preceptors for remediation. Any student who fails two clinical clerkships or who earns a failing grade in a repeated clerkship may be placed in a category of dismissal.

Reporting of OMS 1 and OMS 2 Course Grades

(Reporting of Grades for Clinical Courses may be found in the Clinical Rotations Manual)

In order to pass a course, the student must receive a Pass grade for the overall course as determined by the course grading grid. Each course may specify other requirements for successful completion beyond a minimum cumulative score. Grades will be recorded as follows:

Course grade equal to or higher than Pass.

In this instance a Pass or Honors as earned for the course and 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, an NP will be reported for the course grade and the original grades will be reported for the course subdisciplines on the transcript. The student will be referred to the SPC. A decision of whether a remediation will be allowed will be based on a review of the student's entire academic record. If the course is subsequently remediated successfully, an NP/P will be recorded for the course and relevant subdisciplines.

Should a decision be reached that the student will be allowed to repeat the course, the transcript will show the original grade in the academic term in which it was earned and the new 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 in 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.

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 inborne, 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 Department Chairs. More egregious violations will most certainly prompt a referral to the Professionalism Committee. 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 Professionalism Committee. 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 Professionalism Committee 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 Professionalism Committee and the Academic Integrity Policy.

TUC students, staff and faculty are asked to use the Academic Integrity Violation Report Form for all professionalism concerns and to return it to the Chair of the Professionalism Committee.

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:

1. Have completed at least four (4) years in an accredited osteopathic college or its equivalent.
2. Have been enrolled in TUCOM during the final two (2) academic years.
3. 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.
4. 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).
5. Have performed and behaved in a manner which is ethical, professional, and consistent with the practice of Osteopathic Medicine.
6. Have complied with all the legal and financial requirements of TUC.
7. 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 June 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 his/her 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 himself/herself as having graduated until the diploma has been released.

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

Dismissal from the College

TUC 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 TUC, 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:

1. A student's cumulative curriculum weighted average for any one academic year is less than 70%, using all scores received in all courses including those failed and not yet repeated.
2. A student who earns a failing grade in a repeated course or repeated clinical clerkship.
3. A student who fails a re-examination under a remediation plan.
4. A student who fails two (2) clinical clerkships.
5. A student who exceeds the limit for completion of the prescribed curriculum as defined by the program.
6. A student who does not remedy a failed grade(s) within one calendar year of the issuance of the failed grade.
7. A student who fails to pass COMLEX Level 1 or Level 2CE within the maximum allowable number of attempts.
8. A student who has not demonstrated 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 .

9. A student who has been interviewed by the SPC who, according to the SPC, failed to comply with SPC 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 recommends dismissal to the Dean. The Dean issues a letter of decision to the student.

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

Academic Appeal Process

Following notification (traceable letter delivery) of a decision for dismissal, a student may wish to appeal the decision. He or she 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 his/her 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:

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

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

1. Concur with recommendation of the Student Promotions Committee and the decision to dismiss.
2. Amend the recommendation of the Student Promotions Committee.

3. 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 he/she 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.

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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.

Responsibility of the Student

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:

1. 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.
2. The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. A physician should not hesitate to seek consultation whenever she/he believes it advisable for the care of the patient.
10. 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.

11. 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.
12. 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.
13. 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.
14. In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.
15. 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.
16. 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.
17. 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.
18. A physician shall not intentionally misrepresent himself/herself or his/her 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 TUCS Academic Integrity Policy here:
<https://www.touro.edu/students/policies/academic-integrity/>

Student Grievance

(modified from <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 subjects 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 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 request 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.

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