



**TOURO COLLEGE
OF OSTEOPATHIC MEDICINE**

Where Knowledge and Values Meet

COLLEGE CATALOG

Effective July 1, 2016

IMPORTANT NOTICE

This College Catalog 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 Catalog are covered in detail in official policy and procedure documents. You should refer to these documents for specific information, since this Catalog only briefly summarizes 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 Catalog is neither written nor meant to confer any rights or privileges on students or impose any obligations on Touro. This Catalog is not a contract. No individual or representative of Touro (except the President) has the authority to enter into any agreement or understanding contrary to the above.

This Catalog 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. 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 his or her failure to appear or otherwise participate in disciplinary or grievance proceedings.

Students are required to investigate for themselves as to whether the program they enroll in meets their personal and career needs. Thus, 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, warranties or other statements concerning a student's academic success. While students 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. 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 Catalog 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 Catalog, which is not resolved through Touro's ADR mechanisms shall be resolved exclusively 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.

POLICY ON NON-DISCRIMINATION

Touro College treats all employees, students and applicants without unlawful consideration or discrimination as to race, ethnicity, creed, color, religion, national origin, sex, gender, age, disability, marital status, genetic predisposition, sexual orientation, citizenship status, or any other protected class in all decisions, including but not limited to recruitment, the administration of its educational programs and activities, hiring, compensation, training and apprenticeship, promotion, upgrading, demotion, downgrading, transfer, lay-off, suspension, expulsion and termination, and all other terms and conditions of admission, matriculation and employment.

For additional information, please contact the US Department of Education Office for Civil Rights at <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> or (800) 421-3481.

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A MESSAGE FROM THE PRESIDENT

TOURO COLLEGE AND UNIVERSITY SYSTEM

ALAN KADISH, MD

At Touro, we celebrate over 40 years of academic excellence and innovation in education. We share pride in our institution's past and an unwavering optimism in its future.

Four decades ago, Touro College opened with a small cohort of students. Today enrollment stands at 19,000, encompassing 32 schools around the world, including in New York, California, Florida and Nevada, as well as in Paris, Berlin, Moscow and Israel. Our mission is to serve both the Jewish and general populations. In so doing, we provide neighborhood-

based undergraduate programs for the underserved and offer a comprehensive range of baccalaureate degree programs in the liberal arts and sciences, pre-professional courses, and specialized career-oriented programs. Advanced degrees in education, law, medicine, pharmacy, allied health sciences, social work, psychology, business and technology, among others, are also available. Touro graduates attend the most competitive advanced degree programs in the country, and alumni lead nationally- and internationally-renowned organizations.

Touro's past reflects the bold leadership of its visionary founder, Dr. Bernard Lander. Building on that foundation, the Touro College and University System is emerging as a vibrant wellspring of educational achievements. As we expand upon our unprecedented growth, we are forming an integrated network of centers of academic excellence, synthesizing the best of our past with our future aspirations. As part of our mission, we strive to preserve a heritage that has not only sustained religious ideals for generations, but also influenced world civilizations -- the Jewish intellectual tradition.

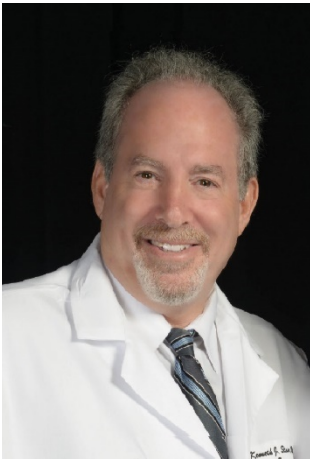
Touro is deeply committed to serving humanity and building a better world, as well as to providing personal attention for students seeking to maximize their personal and professional growth. In carrying out our goals, we continue to work with our students in a collective effort to help make the world a better place for all.

The Touro College of Osteopathic Medicine (TouroCOM) together with Touro's three other medical school campuses, plays a crucial role in helping us carry out our mission. TouroCOM prepares students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine. TouroCOM places special emphasis on teaching and learning in the areas of primary care and the holistic approach to the patient, and is committed to educating students who have a special interest in practicing in underserved communities, such as Harlem. TouroCOM connects directly with the local community through exceptional programs that are responsive to the needs of a diverse population. At the same time, TouroCOM's comprehensive academic training is helping to fill a societal need by addressing our nation's shortage of primary care physicians.

Thank you for joining us in pursuit of our mission. I wish you the greatest success in achieving your academic and professional aspirations.

Dr. Alan Kadish

President and CEO, Touro College and University Systems



A MESSAGE FROM THE DEAN

TOURO COLLEGE OF OSTEOPATHIC MEDICINE - NEW YORK

KENNETH J. STEIER, DO

The Touro College of Osteopathic Medicine was founded to create a medical school dedicated to the study and improvement of the issues of health care disparities and medical school diversity. Our mission and commitment to the population we serve creates a distinctive personality for the school that sets us apart from other medical schools.

The faculty and staff are committed to providing a sound medical education necessary to address the health care needs of the new millennium. It is where a life-long of learning in medicine begins. The education one receives at the Touro College of Osteopathic Medicine is one which prepares solid foundations in basic and clinical sciences; along with the opportunity to learn skills which best serve the patient, the patient's family, and society.

Our students witness remarkable advancements in medicine, in contrast to the disparity in the application of medicine, not only in the United States, but around the world. The practice of medicine today requires an understanding and an affinity for culturally relevant medicine. It is our goal that members of the Touro College of Osteopathic Medicine family will take an active role in the evolution of the medical field yet to come.

Working with diverse patient populations and with some of the most highly trained physicians in the world, the Touro College of Osteopathic Medicine is uniquely positioned to make important contributions to medically underserved populations, and make strides to improving the diversity of medical school classes in the future.

Kenneth J. Steier, DO

Executive Dean and Chief Academic Officer, Touro College of Osteopathic Medicine – New York

Founding Dean, Touro College of Osteopathic Medicine – Middletown Campus

DESCRIPTION AND PURPOSE OF THE CATALOG

The College Catalog is a reference intended to provide accurate information to students and others about the Touro College of Osteopathic Medicine. It contains information about the organization of the Touro College of Osteopathic Medicine, academic matters, policies and other issues. For the students admitted to the college, it should be used along with the Student Handbook, which contains more complete information about student rights and responsibilities.

The provisions of the Catalog are subject to change as a result of official actions of the administration. Such changes may occur without notice. The student should not consider this Catalog to represent a contract between the Touro College of Osteopathic Medicine and the student. The information in the Student Handbook does not normally change within an academic year, but may do so to represent fulfillment of obligations of both the institution and the students.

Each student accepted at the Touro College of Osteopathic Medicine must recognize that he/she is responsible for knowledge of current academic regulations, general and specific requirements, student policies and operational policies, contained in this Catalog and in the Student Handbook. Students are also responsible for knowledge of official announcements and published documents of the Touro College of Osteopathic Medicine. Students are expected to observe the Code of Ethics of the American Osteopathic Association (AOA).

RESERVATION OF RIGHTS CLAUSE

This Catalog represents the most up-to-date information with regard to the programs described. It will be considered to be in effect until the publication of the next academic Catalog. However, the Board of Trustees and Administration of Touro College reserve the right to institute changes in Touro's programs and policies. Since information is updated constantly, the student is advised to seek further clarification from appropriate administrative offices. The Touro College of Osteopathic Medicine reserves the right to change rules, policies, fees and curricula without advance notice.

HISTORICAL PERSPECTIVE

Touro College is a Jewish-sponsored, independent institution of higher and professional education. The College was established primarily to perpetuate the Jewish heritage, and to serve the larger American community. Approximately 19,000 students are currently enrolled in its various schools and divisions.

Touro College was chartered by the Board of Regents of the State of New York in 1970. Under the leadership of its founding president, Dr. Bernard Lander, the College opened with a class of 35 Liberal Arts and Sciences students. Since then, the College has continued to demonstrate dynamic growth. It presently embraces the following schools: The Touro College of Osteopathic Medicine, the Lander College of Arts and Sciences, the Lander College for Men, the Lander College for Women, the New York School of Career and Applied Studies, the School for Lifelong Education, the Institute for Professional Studies (IPS) – Machon L'Parnasa, The School of Health Sciences, the College of Pharmacy, the Jacob D. Fuchsberg Law Center, the Graduate Schools of Business, Education, Jewish Studies, Psychology, Social Work, and Technology, Touro College-Los Angeles, Touro College South in Florida, and Touro University (California) and Touro University (Nevada). In both California and Nevada, Touro operates accredited Colleges of Osteopathic Medicine. Abroad, the College has established campuses in Berlin, Jerusalem, Moscow, and Paris.

ACCREDITATION AND APPROVAL

The Touro College of Osteopathic Medicine is a branch campus of Touro College. Touro College is accredited by the Middle States Commission of Higher Education, 3624 Market Street, Philadelphia, Pennsylvania 19104 (Tel: 267-284-5000). Touro is chartered by the Board of Regents of the State of New York and its programs are registered by the New York State Education Department. The Touro College of Osteopathic Medicine is fully accredited by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association.

MISSION

The Touro College of Osteopathic Medicine is committed to training osteopathic physicians, with a particular emphasis on practicing medicine in underserved communities, and to increasing the number of underrepresented minorities in medicine.

We value and support public service, research, graduate medical education, and osteopathic clinical service in the community that will strive to improve health outcomes for those we serve.

We will work to educate students through the use of the latest innovative education techniques using summative and formative measures so as to graduate qualified osteopathic physicians.

THE PHILOSOPHY OF OSTEOPATHIC MEDICINE

Osteopathic medicine is a distinct form of medical practice in the United States. Osteopathic medicine provides all of the benefits of modern medicine including prescription drugs, surgery, and the use of technology to diagnose disease and evaluate injury. DOs are licensed to practice the full scope of medicine in all 50 states. They practice in all types of environments, including the military, and in all types of specialties, from family medicine to obstetrics, surgery, and aerospace medicine.

Nearly one in five medical students in the United States is attending an osteopathic medical school.

DOs are trained to look at the whole person, rather than looking at a single symptom or sign. Osteopathic physicians strive to achieve health in their patients by considering a balance of diet, exercise, judicious application of medicine, surgery, psychiatry, and prescription drugs. Many osteopathic physicians serve as first responders to protect life and limb in an emergency. *

* American Association of Colleges of Osteopathic Medicine (AACOM)

TOURO COLLEGE OF OSTEOPATHIC MEDICINE STAFF DIRECTORY

<http://www.touro.edu/general/directory/>

ADMISSIONS

UNDERGRADUATE REQUIREMENTS

Applicants shall meet the following minimum requirements:

1. Ambition to become an osteopathic physician.
2. Applicants will have earned a baccalaureate degree or higher, from a college or university accredited by an agency recognized by the United States Department of Education. In rare cases, students may enter without a degree; the Touro College of Osteopathic Medicine offers a seven year BS/DO program for exceptional high school students through Touro College, as well as through several undergraduate affiliated institutions with which the Touro College of Osteopathic Medicine has articulation agreements. Under such agreements, a student is admitted into the medical school program with all the prerequisites completed, with a minimum of 75% of credits of undergraduate work completed toward a baccalaureate degree. After the first year of medical school is successfully completed, the student will then be awarded a baccalaureate degree from the undergraduate institution that the student had attended.
3. The Touro College of Osteopathic Medicine Admissions Committee will evaluate applicants' suitability for acceptance to the College by considering academic competence, previous achievement, strong personal qualities, demonstrated leadership skills, creative abilities, honors, awards, extracurricular activities, experience in health care, likelihood to practice in underserved primary care areas, and other non-cognitive factors.
4. Applicants shall have completed the following pre-requisite courses:

- Biology: A minimum of eight semester hours, of which a minimum of two hours of laboratory work must be completed. These eight hours may consist of four hours of zoology and four hours of botany, or eight hours of general biology or zoology, but not botany alone.
 - Inorganic Chemistry: A minimum of eight semester hours including two semester hours of laboratory work.
 - Organic Chemistry: A minimum of eight semester hours including two semester hours of laboratory work. Four semester hours of biochemistry can be substituted for four semester hours of organic chemistry.
 - Physics: A minimum of eight semester hours, including two semester hours of laboratory work.
 - English: A minimum of six semester hours of composition and literature.
 - Mathematics and/or Computer Science: A minimum of four semester hours of courses in mathematics and/or computer science.
 - Behavioral Sciences: A minimum of six semester hours of courses in behavioral sciences, i.e., anthropology, psychology, sociology.
5. Each candidate must submit his/her most recent Medical College Aptitude Test (MCAT) scores (no older than 3 years). Science and overall GPA as well as MCAT Scores are requirements for admission. Candidate MCAT scores and grade point average profiles must be competitive. Please keep in mind that academic grades and the MCAT score are just two factors used in the evaluation process. The Dean reserves the authority to approve all applications for admission.

BACKGROUND CHECKS & DISCREPANCIES

When a student applies to medical school, the primary application requires full disclosure of any record of a misdemeanor or felony. A background check is required. Should any discrepancy be discovered, the medical school may revoke the offer of admission, or dismiss the student if discovered at a later date. A second background check is performed before entering clinical rotations. Acceptance to the Touro College of Osteopathic Medicine is not a guarantee for eligibility for licensure or that clinical rotations can be effectuated in the event the student has a misdemeanor or felony conviction.

TECHNICAL STANDARDS FOR ADMISSION

Every applicant who seeks admission to Touro College of Osteopathic Medicine is expected to possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and achieve the levels of competence required by the faculty. Once enrolled in Touro College of Osteopathic Medicine, each candidate for the DO degree must quickly and accurately be able to integrate all information received, perform in a reasonably independent manner, and demonstrate the ability to learn, integrate, analyze and synthesize information and data.

Touro College of Osteopathic Medicine will make every effort to provide reasonable accommodations for physically challenged students, however, in doing so, Touro College of Osteopathic Medicine must maintain the integrity of its curriculum and preserve those elements deemed essential to the acquisition of knowledge in all areas of osteopathic medicine, including the demonstration of basic skills requisite for the practice of osteopathic medicine.

Accordingly, Touro College of Osteopathic Medicine requires each student to meet certain technical requirements, which include:

1. *Observation*. Candidates and students must have sufficient vision to be able to observe demonstrations, and properly perform experiments and laboratory exercises in the basic sciences. They must be able to observe a patient accurately, both at a distance and close at-hand, and be able to discern nuances of facial expressions and body language.
2. *Communication*. Candidates and students must be able to speak, hear, and observe in order to elicit information, examine patients, describe changes in mood, activity, and posture, and to perceive non-verbal communication and social cues. Communication includes not only speech, but also reading and writing. They must also be able to communicate effectively and efficiently in oral and written form, with all members of the health care team.

3. *Motor Function.* Candidates and students must have sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of physicians are: cardiopulmonary resuscitation; administration of intravenous medication; and the application of pressure to stop bleeding; the opening of obstructed airways; and the suturing of simple wounds. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.
4. *Sensory.* Since osteopathic medical candidates and students need enhanced ability in their sensory skills, it will be necessary to evaluate for candidacy those individuals who are otherwise qualified, but who have significant tactile sensory or proprioceptive disabilities. This includes, but is not limited to, individuals with previous burns, malformations of upper extremities, cicatrix formation and sensory motor or special sensory deficits.
5. *Strength and Mobility.* Osteopathic manipulative medical treatment often requires considerable upper extremity and body strength. Therefore, individuals with significant limitations in these areas would be unlikely to succeed. Mobility to attend to emergencies, and to perform such maneuvers as CPR, is also required.
6. *Visual Integration.* Consistent with ability to assess asymmetry, range of motion, and tissue color and texture changes. It is essential for the candidate to have adequate visual capabilities for the integration of evaluation and treatment of the patient.
7. *Intellectual, Conceptual, Integrative, and Quantitative Abilities.* The candidate must be able to demonstrate ability in measurement, calculation, reasoning, comparison and contrast, analysis and synthesis, and problem-solving. Candidates and students must demonstrate ability to comprehend three-dimensional relationships, and to understand the spatial relationships of structures.
8. *Behavioral and Social Abilities.* Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive relationships with patients and co-workers. 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 personal qualities that will be assessed during the admissions and education process.
9. Participation is required in all physical examination courses and laboratories, including but not limited to Osteopathic Manipulative Medicine, Physical Diagnosis, Primary Care Skills, Objective Structured Clinical Examination, and Clinical Rotations. Active participation in physical examination courses is an admission, matriculation, and graduation requirement. For example, during the first two years of Osteopathic Manipulative Medicine (OMM) training, each student will palpate, in the laboratory setting, a variety of people representing both genders and individuals with different body types to simulate the diversity of patients expected in a practice setting. Being palpated by other students and faculty helps the student appreciate how palpation feels from the patients' perspective, and enables students to provide feedback to their laboratory partners, thus enhancing their palpatory skills. Reading and observation, although helpful, do not develop the skills required to perform palpatory diagnosis and/or manipulative treatment. Again, each student is required to actively participate in all skills development sessions of the physical examination courses, laboratories, and OMM. Occasionally, a student may have a physical problem which may restrict or prevent use of a specific type of manipulation at a specific anatomical location for these laboratories or courses. A student who feels his/her manipulation might be so limited, is required to contact the head of the specific departments before the beginning of the course, and present documentation of the problem. The student is expected to actively participate in all laboratory sessions not directly affected by the problem.

Touro College of Osteopathic Medicine is committed to ensuring that qualified students receive the benefits of a professional education. Although Touro College of Osteopathic Medicine is an educational institution, our primary responsibility is to your future patients. Touro College of Osteopathic Medicine will make reasonable accommodations available to enable a disabled

student who properly self-identifies his or herself to the Office of Student Affairs and is otherwise qualified to successfully complete the degree requirements in osteopathic medicine. However, Touro College of Osteopathic Medicine insists that all students meet the minimum essential requirements for the safe, efficient and effective practice of osteopathic medicine.

ADMISSION PROCESS

1. Application to the Touro College of Osteopathic Medicine must be made through the American Association of Osteopathic Medicine Application Service (AACOMAS). The AACOMAS deadline is April 1st for the Touro College of Osteopathic Medicine.
2. Visit www.aacom.org.
3. The Touro College of Osteopathic Medicine College Designation Form (CDF) number is 010142-00.
The American Association of Colleges of Osteopathic Medicine
Application Service
5550 Friendship Blvd., Suite 310
Chevy Chase, MD 20815-7231
(301) 968-4190
4. Course work taken at foreign institutions must be evaluated for U.S. equivalence by an evaluation service recognized by AACOMAS (For a list of evaluations services recognized by AACOMAS, go to www.aacom.org). An official copy must be sent from the service directly to AACOMAS. Transfer credit appearing on U.S. institutional transcripts, student copies of an evaluation, or other foreign evaluations will not be accepted. All institutions attended (including foreign institutions) must be listed on the AACOMAS Application Form.
5. Former students who petition for re-admission, and whose petition is accepted, may be admitted provisionally, on probation, and/or subject to the terms of a Memorandum of Understanding.

SUPPLEMENTARY MATERIALS

1. The Supplemental Application will be sent to all applicants who appear to qualify and meet academic standards. A Supplemental Application form should be completed and returned with a \$200 non-refundable supplemental application fee.
2. An evaluation form or recommendation letter must be sent to the Touro College of Osteopathic Medicine from the Pre-Professional Advisory Committee. If such a committee does not exist, then evaluation letters from biology and/or chemistry professors who are familiar with the applicant's work may be substituted for the committee recommendation letter.
3. An evaluation form or letter from a physician familiar with the applicant's health is required. A letter from a DO is preferred, but an MD's letter may be submitted to fulfill this requirement.
4. The Touro College of Osteopathic Medicine also requires that the applicant sign and return the Technical Standards Certification form. Refer to the Technical Standards for Admission section above.
5. When a student applies to medical school, the primary application requires full disclosure of any record of a misdemeanor or felony. In addition, a background check is required by the medical school. Should any discrepancy be discovered, the medical school may revoke the offer of admission, or dismiss the student if discovered at a later date.

INTERVIEWS

After the supplemental application is received, candidates who qualify may be selected for an interview which will be scheduled by the Admissions Office. During the campus visit, the student will have a presentation from the Admissions Director or a representative from the Office of Student Affairs about the historical background of the Touro College of Osteopathic Medicine

and the parent institution, Touro College. The presentation will also include a tour of the medical school facilities as well as information regarding the surrounding Harlem Community and available housing. The interviewing faculty will complete a scored form to evaluate the interview just conducted, and will submit this information to the Admissions Director. This information along with the candidate's academic credentials will be included in the selection process. It should be noted that an interview does not guarantee acceptance. Acceptance to the Touro College of Osteopathic Medicine will be recommended by the Admissions Committee. This recommendation goes to the Dean, who reserves the authority to approve all applications for admission. Within six weeks of the formal interview, candidates will receive notification of their status. The candidates on the wait list will be notified of a decision as soon as possible.

TRANSFER STUDENTS

Touro College of Osteopathic Medicine accepts transfer students. Applicants are reviewed on a case-by-case basis.

1. Academic credits may be transferred from medical schools and colleges accredited by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association or by the Liaison Committee on Medical Education (LCME). Transfer students will only be considered if the candidate is in good academic standing at, and eligible for readmission to, the previously attended COCA or LCME accredited medical school, as documented by a letter from the Dean of Student Affairs or Dean of the transferring institution. The process by which transfer credit hours are reviewed is as follows:
 - a. Course descriptions from published documents from the source school are reviewed by the Preclinical Dean or designee.
 - b. Grade earned in a course for which transfer credit is applied for must be 'C' or better.
 - c. For students applying during the clinical portion of their education, rotation evaluations may be evaluated against core competencies measures of the American Osteopathic Association.
 - d. Credit is only given for completed courses with passing grades that fulfill the COM's graduation requirements:
 - I. Courses and their associated credits from the transferring school will be matched to the same or equivalent courses and credits at Touro College of Osteopathic Medicine, by the Preclinical Dean or designee. Such determinations are not subject to review or appeal. A student's matriculation at Touro College Osteopathic Medicine as a transfer student is evidence of his or her complete accord and satisfaction with respect to such transfer, the curriculum decisions, and any credit award. The financial impact, if any, is borne solely and exclusively by the transfer student.
 - II. Any offer of acceptance will be dependent upon satisfactory completion of the curriculum at the transferring school and meeting any outstanding requirements for entry into the respective first or second year class at the Touro College of Osteopathic Medicine.
 - III. The number of matching credits must meet or exceed the standard of the Touro College of Osteopathic Medicine for deemed credit.
 - e. Overall GPA must be at least 2.5.
 - f. Transfers from a medical school accredited by the COCA or the LCME shall require that, at minimum, the last two years of instruction be completed within the Touro College of Osteopathic Medicine.
 - g. Transfers from an LCME-accredited medical school must complete Touro College of Osteopathic Medicine's requirement for osteopathic manipulative medicine prior to graduation. This requirement is for 4 full semesters of osteopathic manipulative medicine from the preclinical years (preparation) and assessment while enrolled in the rotation portion of the curriculum.

A medical school student meeting the above criteria and wishing to transfer to Touro College of Osteopathic Medicine must meet complete the following procedure:

1. Submit a formal application to Touro College of Osteopathic Medicine Office of Admissions.
2. A Supplemental Application (with the non-refundable \$200 application fee) clearly marked and highlighted FOR TRANSFER ONLY.
3. Submit the following:
 - a. Submission to Touro College of Osteopathic Medicine, which is to include submitting official transcripts of all college work (including COCA or LCME medical school/college transcripts)
 - b. MCAT scores; COMLEX-USA Examination(s) scores (if taken), USMLE Examination(s) scores (if taken), and at least one letter of recommendation from a faculty member of the transferring institution.
 - c. Submission of a written statement outlining reasons for request for transfer.
4. The transfer application deadline is June 15th.

The completed transfer application along with a transfer credit equivalency evaluation will be forwarded to the Admissions Committee for review. The decision will be based on factors, which include, but are not limited to (in rank order): available space, academic record, circumstances leading to transfer request, admission standards at the time of the transfer request and the interview. If a decision for acceptance is considered, the Admissions Committee will forward such recommendation for transfer to the Dean. Dean makes decisions on all transfer cases. The Dean shall determine admission status and class standing.

1. For other exceptional candidates and circumstances, the Pre-Clinical Dean of the Touro College of Osteopathic Medicine may recommend to the Dean a transfer student from a Masters Program provided that all of the following conditions are met:
 - a. Transfer application is completed
 - b. Application fee is paid
 - c. All pre medical requirements for attendance at the Touro College of Osteopathic Medicine have been met
 - d. The Master's Program or *post baccalaureate* program in which the student is enrolled is similar to and inclusive of core curriculum elements as required of a first year student attending the Touro College of Osteopathic Medicine

Such student may be granted advanced standing as determined by recommendation from the Pre-Clinical Dean to the Dean.

2. For those students who are transferring from within the Touro College and University System Medical Schools including post baccalaureate programs, any and all fees associated with a transfer may be waived. All criteria for admissions into Touro College of Osteopathic Medicine, however, must be met.

To initiate the process for a transfer, please send a letter stating the reasons for requesting a transfer to:

Dean of Student Affairs
Touro College of Osteopathic Medicine
230 West 125th Street
New York, NY 10027
646.981.4500

Touro College of Osteopathic Medicine reserves the right to amend, modify or supplement the transfer of admission and transfer credit standards and policies set forth above.

FINANCIAL INFORMATION

Expenses associated with attending the Touro College of Osteopathic Medicine include, but are not limited to, tuition, supplies, books, transportation, housing and other living expenses.

Tuition is payable to the Bursar upon registration at the beginning of each semester. Students may pay by personal check, bank check, certified check, or money order. Students financing a portion of their education through grants, loans, or scholarships must provide proof of such awards at registration. Students without such documentation will be expected to pay a deposit towards their tuition, and will be refunded any excess once the College receives the award. 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 does not necessarily entitle a student to register and/or matriculate in the courses and programs available and offered by the Touro College of Osteopathic Medicine or any program in which the student is enrolled or seeks enrollment.

Advanced Standing: Students who feel they have achieved mastery of course content at another institution may with the approval of the Dean take a comprehensive examination for consideration of course exemption. The fee for that examination will be \$400. Students passing the exam will be given alternate academic assignments.

ACCEPTED APPLICANT REQUIREMENTS

All accepted applicants are required to submit several deposits in order to secure their place in class.

1. A non-refundable deposit of \$2000 is required two weeks after notification of acceptance to the Touro College of Osteopathic Medicine.
2. Tuition Deposit: An additional refundable payment of \$1,000 is due by May 15th

Upon matriculation, the entire \$3,000 is applied toward the total tuition.

Additional Deposits: art

- * Applicants may be required to submit supplemental deposits as directed by the Program.
- * Applicants who are accepted into the program, but who otherwise have an outstanding balance due to Touro College and any of its divisions will lose their place in the event that such balance is not satisfied by May 15th.

EQUIPMENT REQUIREMENTS

Each student is required to have his/her own computer and medical diagnostic equipment. Please refer to the website for additional costs for the academic year should they be required post publication.

TUITION AND FEES

Please visit: <http://tourocom.touro.edu/admissions--aid/tuition--fees/>

TUITION REFUND SCHEDULE

Refer to the Student Handbook

THE BURSAR'S OFFICE

Refer to the Student Handbook

STUDENT FINANCIAL AID

The Student Financial Aid Program provides financial assistance to students who, without such assistance, would be unable to attend TouroCOM. It is to this end that TouroCOM participates in and receives funds from federal, state and local sources, some of which may include, to the extent available: Direct Subsidized Stafford Loans, Direct Unsubsidized Stafford Loans, Alternative

loans through selected lenders, and loans through the Armed Forces Health Professions Scholarship Program (Army, Navy, Air Force and Public Health Scholarships)

Eligibility for financial assistance is determined by means of a federally recognized Need Analysis System. This system reviews and evaluates student income and assets and determines what amount of personal resources should be available to meet the costs of education as determined by the College. If resources are less than expenses, then students are considered to have an established financial need and are eligible to receive financial aid funds. The above is based on the premise that students will submit all required documentation on time to the Financial Aid Office and that there are financial aid funds available at the time the application is reviewed. The TouroCOM financial aid philosophy assumes that all students should be prepared and willing to provide at least some of the financial resources needed during their enrollment. Students may do this by providing funds to cover their living expenses (rent, food, utilities, and transportation). If necessary, the College may assist students with their living expenses through alternative loans or work-study programs. The financial aid funds that a student will receive while in attendance at TouroCOM are primarily student loans. In order to maintain as limited indebtedness as possible, TouroCOM encourages students to investigate other avenues for possible grants, scholarships, and low-interest loans. Other financial resources include religious organizations and private organizations with which students or family members are currently affiliated. Students wishing to speak with the Director of Financial Aid must make an appointment.

FINANCIAL ASSISTANCE PROGRAMS ADMINISTERED BY FEDERAL AND STATE AGENCIES

Please visit: <http://tourocom.touro.edu/admissions--aid/financial-aid/loans/>

FEDERAL WORK-STUDY PROGRAM

Please visit: <http://tourocom.touro.edu/admissions--aid/financial-aid/work-study/>

OTHER FEDERAL AND STATE FINANCIAL AID PROGRAMS

TouroCOM's Office of Financial Aid will provide information regarding other federal and state financial aid programs. For more information, please visit: <http://tourocom.touro.edu/admissions--aid/financial-aid/>

SYNOPSIS OF THE CURRICULUM

The curriculum of the Touro College of Osteopathic Medicine 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 educational program is centered on the basic concepts of osteopathic medicine. The academic program is intended to meet the following goals:

1. To accord primacy to the role of the musculoskeletal system in the total body economy.
2. To recognize and emphasize the inherent capacity within the total person to overcome disease and maintain health; to educate physicians to cooperate with this inherent therapeutic capacity in their methods of treatment.
3. To offer a curriculum that will interest students in primary care, as well as, medical and surgical specialty fields to prepare them to provide excellent comprehensive health care.

A physician must, first of all, be capable of problem-solving, and have developed an expertise in diagnosis. In order to achieve this goal, the curriculum adopted at the Touro College of Osteopathic Medicine emphasizes the integration of basic and clinical science aspects of medical practice. With this approach, practice in problem-solving becomes part of the daily classroom clinic experience.

CORE COMPETENCIES OF AN OSTEOPATHIC PHYSICIAN

The American Association of Colleges of Osteopathic Medicine (AACOM) has identified seven core competencies for osteopathic medical students. These core competencies align with the mission and goals of the Touro College of Osteopathic Medicine and serve as a guide for its four-year curriculum. The competencies taught in each course, the means by which they are assessed, as well as the level of performance expected from the student, are addressed in the syllabus of each of the preclinical courses. In addition, each exam question is identified by the core competency it represents, a useful guide for students and faculty. The seven AOA Core Competencies, taught during the undergraduate years at the level appropriate for medical student preparing to enter Graduate Medical Education (GME), are:

OSTEOPATHIC PRINCIPLES AND PRACTICES

Demonstrate and apply knowledge of accepted standards in Osteopathic Manipulative Treatment (OMT) appropriate to their specialty. The educational goal is to train a skilled and competent osteopathic practitioner who remains dedicated to life-long learning and to practice habits in osteopathic philosophy and manipulative medicine.

MEDICAL KNOWLEDGE

Demonstrate and apply knowledge of accepted standards of clinical medicine in their respective specialty area, remain current with new developments in medicine, and participate in life-long learning activities, including research.

PATIENT CARE

Demonstrate the ability to effectively treat patients, provide medical care that incorporates the osteopathic philosophy, patient empathy, awareness of behavioral issues, the incorporation of preventive medicine, and health promotion.

INTERPERSONAL AND COMMUNICATION SKILLS

Demonstrate interpersonal and communication skills that enable them to establish and maintain professional relationships with patients, families, and other members of health care teams.

PROFESSIONALISM

Uphold the Osteopathic Oath in the conduct of their professional activities that promote advocacy of patient welfare, adherence to ethical principles, collaboration with health professionals, life-long learning, and sensitivity to a diverse patient population. Practitioners should be cognizant of their own physical and mental health in order to care effectively for patients.

OSTEOPATHIC MEDICAL PRACTICE-BASED LEARNING AND IMPROVEMENT

Demonstrate the ability to critically evaluate methods of clinical practice, integrate evidence-based medicine into patient care, show an understanding of research methods, and improve patient care practices.

SYSTEMS-BASED OSTEOPATHIC MEDICAL PRACTICE

Demonstrate an understanding of health care delivery systems, provide effective and qualitative patient care within the system, and practice cost-effective medicine.

FOR MORE INFORMATION ABOUT EACH COMPETENCY VISIT [HTTP://WWW.AACOM.ORG/OME/PROFDEV/OCC](http://www.aacom.org/ome/profdev/occ).

OSTEOPATHIC COMPETENCIES AND THE TOUROCOM MISSION

The COM's mission is central to the design and implementation of its academic programs, which support the mastery of the seven AOA Core Competencies and our student's preparedness for Graduate Medical Education.

The following table lists each of the competencies and how they relate to components of TouroCOM's mission:

AOA Competency	Related Components of the TouroCOM Mission
Medical Knowledge	Educate/train osteopathic physicians; Research; Innovation in medical education; Graduate medical education
Osteopathic Principles and Practices	Educate/train osteopathic physicians; Osteopathic clinical service; Improving health outcomes
Patient Care	Practicing medicine in underserved communities; Increasing URMs in medicine; Improving health outcomes
Professionalism	Practicing medicine in underserved communities; Increasing URMs in medicine; Improving health outcomes; Osteopathic clinical service; Public service; Research; Graduate Medical Education
Interpersonal and Communication Skills	Practicing medicine in underserved communities; Increasing URMs in medicine; Improving health outcomes; Osteopathic clinical service; Public service; Graduate medical education
Practice-Based Learning and Improvement	Educate/train osteopathic physicians; Improve health outcomes; Innovation in medical education; Graduate medical education
Systems based practice	Improve health outcomes; Practicing in underserved communities,

ASSESSMENT OF THE CORE COMPETENCIES

Students are assessed in a number of ways during the academic program (as described in the Student Handbook, Clinical Rotations Manual, and Course Documentation) and must meet standards for performance on all requirements, as determined. The following table lists the AOA Core Competencies and how mastery of these competencies is assessed across the preclinical and clinical curricula and the mechanisms by which feedback based upon this assessment is provided to students and faculty.

AOA Competency	Assessment Strategies	Feedback to Students and Faculty
Medical Knowledge	Formative classroom Assessments, Summative preclinical written exams, COMLEX exams, COMAT subject exams, Laboratory Practicals	Classroom display of formative assessment results, Summative written exam reports, Quarterly preclinical student performance reports, *Preclinical Core Competency Reports, Individual and campus COMLEX discipline scores, Individual and campus COMAT scores, Clinical rotation evaluation report
Osteopathic Philosophy	OMM written and practical exams, COMLEX exams, OMM clinical rotation evaluation, COMAT subject exam	Formative assessment results, Summative OMM written exam reports, OMM practical grades, COMLEX discipline scores, Quarterly preclinical student performance reports, *Preclinical Core Competency Reports, Individual and campus COMAT scores, OMM clinical rotation evaluation report
Patient Care	PD and ECE OSCEs, Clinical rotation evaluations, COMAT subject exams	OSCE grade/student performance report from standardized patients and faculty feedback, COMAT subject scores, Clinical rotation evaluation report
Professionalism	PD and ECE OSCEs, Clinical rotation evaluations,	OSCE grade/student performance report from standardized patients and faculty feedback, Clinical rotation evaluation report
Interpersonal and Communication Skills	PD and ECE OSCEs, Clinical rotation evaluations	OSCE grade/student performance report from standardized patients and faculty feedback, Clinical rotation evaluation report
Practice-Based Learning and Improvement	Clinical rotations evaluations	Clinical rotation evaluation report
Systems based practice	Clinical rotations evaluations	Clinical rotation evaluation report

CREDIT HOURS

The 4 year program leading to the DO degree requires a minimum of 228 credits. Touro College of Osteopathic Medicine assigns a credit hour for a course using the following specifications:

FOR THE PRECLINICAL YEARS:

Every 15 hours of classroom, faculty instruction or equivalent amount of work for a semester equals 1 credit hour for the class. Equivalent amount of work includes, but is not limited to, internships, exams, video lectures, or outside academic work as prescribed by the course director.

PLUS

1 credit hour for every 30 hours of lab in the Osteopathic Manipulative Medicine, Basic Sciences and Anatomy divisions. 1 credit hour for every 15 hours of lab in the Primary Care division.

FOR THE CLINICAL YEARS:

Six credit hours are awarded for each month of rotation at a college certified rotation site. The rotation can be either a core rotation or an approved elective site. To be awarded the credit hours, the Dean, prior to the student entering said rotation, must approve the rotation site.

The curriculum is divided into two phases:

1. Basic Sciences (1st and 2nd years):

In the 1st and 2nd years, the focus of the course is on the teaching of correlated systems, incorporating basic and clinical sciences in the study of the organ systems of the body.

2. Clinical Experience (3rd and 4th years):

Clinical rotations and preceptorships are offered during the third and fourth year of study. These are under the direction and supervision of clinical and adjunct faculty at affiliated medical institutions. In addition, early clinical exposure in the form of shadowing is required in the 1st and 2nd years.

CURRICULUM OVERVIEW

Courses are subject to change through normal academic channels. New courses and changes in existing course work are initiated by the responsible departments or programs approved by the Dean and the Curriculum Committee.

Year 1 - First Semester		
Courses	Course Number	Credit Hours
Anatomy and Embryology, Part I	BSCIN-606	7
Biochemistry	BSCIN-603	4
Histology	BSCIN-604	5
OMM I part 1	OMMN-610	3
Physical Diagnosis I	PRCRN-607	3
Physiology I	BSCIN-635	4
Professionalism and Medical Ethics	PRCRN-647	1

Year 1 - Second Semester		
Courses	Course Number	Credit Hours
Anatomy and Embryology, Part II	BSCIN-608	3
General Pathology	BSCIN 611	5
Immunology	BSCIN-612	4
Introduction to Cultural Competence in Health Care	BSCIN-620	1
Medical Genetics	BSCIN-605	3
Neuroanatomy	BSCIN-619	5
OMM I part 2	OMMN-621	3

Physical Diagnosis II	PRCRN-623	3
Physiology II	BSCIN-637	4
Shadowing Elective	PRCRN-606	0

Year 2 – First Semester		
Courses	Course Number	Credit Hours
Clinical Systems I	PRCRN-627	7
Early Clinical Experience - Introduction to Doctoring Part I	PRCRN-632	1
Medical Microbiology and Immunology I	BSCIN-624	4
Medical Simulation*	PRCRN-616	1
OMM II part 1	OMMN-625	3
Pathology I	BSCIN-633	5
Pharmacology I	BSCIN-634	4
Preventative Medicine and Public Health	PRCRN-611	2

Year 2 – Second Semester		
Courses	Courses	Courses
Behavioral Medicine	PRCRN-626	2
Clinical Systems II	PRCRN-646	7
Early Clinical Experience - Introduction to Doctoring Part II	PRCRN-601	2
Introduction to Clinical Rotations	CLINN-600	1
Medical Microbiology and Immunology II	BSCIN-636	4
OMM II part 2	OMMN-637	3
Pathology II	BSCIN-646	5
Pharmacology II	BSCIN-647	4

Year 1			
Courses	Subtopics	Semester 1	Semester 2
Anatomy and Embryology		7	3
Biochemistry		4	0
General Pathology		0	5
Histology		5	0
Immunology		0	4
Introduction to Cultural Competence in Healthcare		0	1
Medical Genetics		0	3
Neuroanatomy		0	5
OMM		3	3
Physical Diagnosis	Includes physical diagnosis, clinical systems, primary skills and associated labs	3	3
Physiology	Includes basic physiology and introduction to pharmacology	4	4
Professionalism and Medical Ethics		1	0
Shadowing Elective		0	0
Total hours by semester for the first year		27	31

Year 2			
Courses	Subtopics	Semester 1	Semester 2
Behavioral Medicine		0	2
Clinical Systems	(Includes module systems)	7	7
Early Clinical Experience - Introduction to Doctoring		3	2
Immunology and Microbiology	(Includes module systems)	4	4
Introduction to Clinical Rotations		0	1

Year 2			
Courses	Subtopics	Semester 1	Semester 2
Medical Simulation*		1	0
OMM	(Includes module systems)	3	3
Pathology	(Includes module systems)	5	5
Pharmacology	(Includes module systems)	4	4
Preventative Medicine and Public Health		2	0
Total hours by semester for the first year		29	31

* Medical Simulation is a one-semester second year course offered in both semesters. Students will be assigned to take the course in either semester 1 or 2.

FIRST YEAR COURSES

The first year is designed to introduce students to the basic concepts in Human Anatomy (Gross Anatomy, Immunology, Neuroscience, Histology, and Embryology), Biochemistry and Physiology. Interwoven throughout the curriculum are osteopathic principles and practice, introductions to clinical medicine, physical diagnosis, pharmacology, pathology, problem based learning, preventative medicine and public health.

ANATOMY & EMBRYOLOGY I & II

(FIRST SEMESTER - 7 CREDIT HOURS - BSCIN-606; SECOND SEMESTER - 3 CREDIT HOURS - BSCIN-608)

This course is offered over two semesters and presents the observable structure, function, and clinical manifestations of the human body through lectures and cadaver dissection laboratories. Human Anatomy and Embryology integrates the systems of the body with anatomical regions, embryological development, and diagnostic imaging. The course emphasizes anatomical knowledge that relates to the practice of osteopathic medicine. The lectures of the first semester emphasize developmental, functional and clinical anatomy of the limbs, thorax, abdomen, pelvis and perineum, while those of the second semester emphasize the head and neck. The laboratories offer a challenging series of dissection exercises that promote discovery-based learning in a digital and hands on environment.

BIOCHEMISTRY

(FIRST SEMESTER - 4 CREDIT HOURS - BSCIN-603N)

Biochemistry emphasizes the clinical relevance of the basic principles and phenomena which define how the human body works at the molecular level. Throughout the course, diseases related to biochemical disorders will be emphasized with the aid of weekly clinical vignettes. Topics include protein structure, enzyme kinetics, metabolic pathways and basic nutrition, emphasizing their medical importance. A basic understanding of these issues lays the groundwork for making insightful diagnoses of disease states and managing the treatment of illnesses effectively. The goal of this course is to emphasize the relevance of biochemistry in a clinical context.

GENERAL PATHOLOGY

(SECOND SEMESTER - 5 CREDIT HOURS - BSCIN 611)

General pathology introduces the student to the nature and causes of disease. This course emphasizes the importance of integrating the molecular and cellular basis of disease with the associated structural changes in cells and tissues. Areas covered in this course include cellular adaptation, injury, and death, inflammation and repair, neoplasia, environmental and nutritional disease, immunopathology, and introduction to laboratory medicine.

HISTOLOGY

(FIRST SEMESTER - 5 CREDIT HOURS - BSCIN 604)

The course begins with a description of histological techniques. This will also help the student to understand the study of the ultrastructure (fine structure) of the cell. Once this has been completed the student will study of the basic tissue types (i.e. epithelial, muscle, nervous, connective tissue, cartilage and bone), and then the various organ systems (i.e. endocrine, digestive,

cardiovascular, hematologic, lymphoid, integument, respiratory system, urinary system, and male and female reproductive systems).

IMMUNOLOGY

(SECOND SEMESTER - 4 CREDIT HOURS - BSCIN 612)

This course is intended to provide the student with insight into the foundations of pathogenesis and treatment of microbial-induced diseases of the human body. The course begins by examining in detail the basic mechanisms by which the immune system functions in protecting against human disease. The basic principles of microbial pathogenesis will then be described along with the characteristic features of the major types of microbial pathogens.

INTRODUCTION TO CULTURAL COMPETENCE IN HEALTHCARE

(SECOND SEMESTER - 1 CREDIT HOUR - BSCIN-620)

The Introduction to Cultural Competence in Healthcare course will expose students to challenges in understanding cultural diversity as an important factor which may potentiate or inhibit the success of a caregiver in a community such as Harlem or Middletown. The Course Director and invited guests from the community will present cases, history and observations to create awareness and sensitivity to these issues. Students will then explore the issues in an effort to identify the important features which can lead to successful interactions leading to effective patient management. This process will be conducted in an open forum with all classmates participating at will. Students will also cover healthcare policy and how it improves or hinders access to care for all. This course will further deepen the students understanding of inter-professional education via a group project.

MEDICAL GENETICS

(SECOND SEMESTER - 3 CREDIT HOURS - BSCIN-605)

Medical Genetics emphasizes the importance of Genetics in Medicine. Throughout the course, diseases related to molecular and genetic disorders will be emphasized together with the aid of weekly clinical vignettes. The first half of the course deals with the fundamental molecular biology topics and their medical applications such as human genome structure, DNA, RNA, protein synthesis, regulation of gene expression, and tools in genomic and molecular medicine. The second half of the course stresses genetics topics including a discussion of cancer genetics, genetic inheritance, pedigrees and probabilities, population genetics, pharmacogenomics, prenatal diagnosis and screening and concludes with the current approaches to the treatment of genetic diseases. The goal of this course is to understand the basic molecular biology and emphasize the relevance of genetics in a clinical context.

NEUROANATOMY

(SECOND SEMESTER - 5 CREDIT HOURS - BSCIN-619)

This course is designed to introduce the student to the normal anatomy and function of the central nervous system. This comprehensive course covers basic neuroanatomy and neurophysiology in both a lecture and laboratory format. The course builds on the students' knowledge of neural structure and function to encompass complex brain activities such as sleep, learning and memory, emotion, language, and cognition.

OSTEOPATHIC MANIPULATIVE MEDICINE (OMM)

(FIRST SEMESTER - 3 CREDIT HOURS - OMMN-610; SECOND SEMESTER - 3 CREDIT HOURS - OMMN-621)

These courses are designed to introduce and develop the history, philosophy, and principles and skills of osteopathic health care. The course is offered throughout the four semesters of Phase I and Phase II. Emphasis is on the sequential development of the palpatory diagnostic and therapeutic skills of osteopathic manipulative medicine. Recognizing the contribution of the musculoskeletal system to health and disease, the course integrates the osteopathic Philosophy with patient care. The courses will teach osteopathic approaches to problem-solving and patient management, incorporating multiple osteopathic manipulative techniques as appropriate, including: muscle energy, fascial release, high-velocity/low-amplitude, counter strain, articulatory techniques, osteopathy in the cranial fields and other course content areas.

PHYSICAL DIAGNOSIS

(FIRST SEMESTER - 3 CREDIT HOURS - PRCRN-607; SECOND SEMESTER - 3 CREDIT HOURS - PRCRN-623)

The goal of these courses is to prepare students to be able to perform appropriate, high-quality medical history and physical examinations. Students will obtain proficiency in acknowledging the patient, interviewing to obtain a thorough and pertinent history, understanding the use of screening versus focused exams, using basic diagnostic equipment, skillfully performing a physical examination, integrating the structural exam into the classical "visceral" exam, and documenting the examination findings. This course will also introduce the student to the clinical system modules which include head, ears, eyes, nose and throat system.

PHYSIOLOGY

(FIRST SEMESTER - 4 CREDIT HOURS - BSCIN-635; SECOND SEMESTER - 4 CREDIT HOURS - BSCIN-637)

Physiology consists of lectures and clinical correlates covering the classical concepts of vertebrate physiology, with emphasis on the function of normal tissues in humans. Specific topics related to neurophysiology, cardiovascular, respiratory, renal, gastrointestinal, endocrine, exercise, and sexual physiology are presented. This course will also develop the student to understand basic pharmacology and the kinetics of drugs and disease.

PROFESSIONALISM AND MEDICAL ETHICS

(FIRST SEMESTER - 1 CREDIT HOUR - PRCR-647)

The class is designed to teach you how to: (a) act professional even when you do not feel like doing it, and (b) critically read, evaluate, and apply the learning material. Therefore, to the extent possible, the course will be conducted as a seminar class - the vast majority of class time will consist of discussion, case analysis, class activity and collaborative group work. All these activities are geared toward engaging students as active participants in their learning by focusing their attention on critical elements, encouraging abstraction of common themes or principles, and evaluating their own progress toward understanding.

SHADOWING

(SECOND SEMESTER - ELECTIVE - PASS/FAIL - PRCRN-606)

This course will introduce the student to clinical medicine by allowing them an opportunity to shadow doctors in the field. The student will be able to choose from several physicians and healthcare practices to observe and develop an understanding of Touro's mission.

SECOND YEAR COURSES

In the second year, the basic and clinical sciences concerned with one particular organ system of the body are integrated in classroom instruction. This approach emphasizes the relevance of basic sciences to clinical practice. The osteopathic approach is continually emphasized by lecture and laboratory demonstration of manipulative techniques. A year-long course in behavioral medicine and psychiatry is also provided.

BEHAVIORAL MEDICINE

(SECOND SEMESTER - 2 CREDIT HOURS - PRCRN-626)

This course covers a variety of topics in basic behavioral medicine and psychiatry, including but not limited to; the psychiatric interview, emotional reactions to illness, anxiety disorders, mood disorders, sexual disorders, child and adolescent development and psychopathology, suicide, violence, including domestic violence, personality disorders, somatoform and factitious disorders, legal and ethical issues, and addiction medicine.

CLINICAL SYSTEMS

(FIRST SEMESTER - 7 CREDIT HOURS - PRCRN-627; SECOND SEMESTER - 7 CREDIT HOURS - PRCRN-646)

This course is a continuation of primary care from the first year. Each organ system is presented beginning with a review of the pertinent basic science concepts. Pathophysiology and clinical manifestations of diseases affecting each system are presented along with appropriate diagnostic and treatment modalities. Pathology, medical microbiology and immunology, and pharmacology course presentations are integrated with clinical systems lectures, as described previously. The systems are:

- Cardiovascular
- Pulmonary
- Gastrointestinal
- Renal and Genitourinary
- Endocrinology
- Dermatology
- Rheumatology & Immunology
- Neuromuscularskeletal
- OB/GYN
- Hematology/Oncology
- Special Topics

EARLY CLINICAL EXPERIENCE INTRODUCTION TO DOCTORING PART 1 AND 2

(FIRST SEMESTER - 3 CREDIT HOURS - PRCRN-632; SECOND SEMESTER - 2 CREDIT HOURS - PRCRN-601)

This is a two-semester course which is taught using a variety of formats including large group interactive sessions, small group case based learning sessions and OSCE encounters. In this course, students will work with faculty in both large and small group sessions designed to allow students to practice the following skills: osteopathic patient history taking, physical exam techniques, and the development of a differential diagnosis using clinical reasoning, utilization of evidence based medicine, the professional verbal case presentation and patient note documentation. The cases presented in this course correlate with the concepts taught in the Clinical Systems course and follow the 2nd year module schedule. The clinical content will place emphasis on primary care medicine as it relates to prevention of disease through appropriate health care maintenance and the management and treatment of acute and chronic disease. In this course, students will participate in a series of Objective Structured Clinical Examinations (OSCEs) as part of their summative and formative evaluation. Students are primarily graded across three domains: history and physical examination skills, humanistic skills, and documentation skills.

IMMUNOLOGY AND MICROBIOLOGY

(FIRST SEMESTER - 4 CREDIT HOURS - BSCIN 624; SECOND SEMESTER - 4 CREDIT HOURS - BSCIN-636)

These courses build upon the Basic Science Foundations of Infection and Immunity course provided in the first year. Clinical microbiology and immunology is taught in a systems-based approach intended to provide the osteopathic medical student with insight into the epidemiology, pathogenesis, clinical manifestations, and treatment of microbial-induced diseases of the human body. Individual groups of pathogens and the diseases that they cause are presented. How the immune system causes disease and how it can be used as a diagnostic and therapeutic tool is also examined. Laboratory sessions are designed to provide hands-on understanding of immunological and microbiological principles and methods.

INTRODUCTION TO CLINICAL ROTATIONS

(SECOND SEMESTER - 1 CREDIT HOUR - CLINN-600)

This is the final course that students encounter before entering the clinical years. As such, the course is designed to present and review areas of immediate importance to the primary care physician, ranging from medico-legal considerations to emergency room care, routine office care, and subsequent care. It is also an introduction to the general routine of the clinic or hospital setting and the responsibilities and expectations of the medical student in those settings.

MEDICAL SIMULATION

(FIRST/SECOND SEMESTER - 1 CREDIT HOUR - PRCR-616)

The use of medical simulation is a highly effective method to enhance learning, improve patient care, decrease medical errors and improve patient safety. In this hands-on course, simulation will be utilized to provide students with opportunities to gain exposure to patient care, critical thinking, clinical decision making, team work, communication and procedural skills. Students will work with a variety of simulators (including low, mid and high fidelity simulators, task trainers and cadavers). This is a one semester course offered to second year osteopathic medical students. Students will be assigned to take the course in either the Fall or the Spring semester.

OSTEOPATHIC MANIPULATIVE MEDICINE (OMM)

(FIRST SEMESTER - 3 CREDIT HOURS - OMMN-625; SECOND SEMESTER - 3 CREDIT HOURS - OMMN-637)

These courses are a continuation of the development of the basic philosophy and principles of osteopathic health care. Emphasis is on the sequential development of palpatory diagnostic and therapeutic skills of osteopathic manipulative medicine.

PATHOLOGY

(FIRST SEMESTER - 5 CREDIT HOURS - BSCIN-633; SECOND SEMESTER - 5 CREDIT HOURS - BSCIN-646)

The objective of these courses is to provide a sound foundation for the understanding of the etiology, diagnosis, progression, and appearance of human disease processes. The courses describe these conditions from the molecular to the organismal levels. The first phase addresses the fundamental principles common to all disease processes, and continues to examine each major organ system in a logical and thorough fashion, with emphasis on the clinical manifestations of each disease condition. Cell injury and death, inflammation, repair and adaptive processes, hemodynamic alterations, neoplasia, chemical and physical injuries, and infectious disease processes are discussed in great detail. A weekly laboratory session enhances the understanding of the morphologic alterations in diseased tissues, as well as promote diagnostic skills at the gross and microscopic levels. Projected material, as well as human tissue specimens in whole and glass slide formats, are included in the laboratory experience.

PHARMACOLOGY

(FIRST SEMESTER - 4 CREDIT HOURS - BSCIN-634; SECOND SEMESTER - 4 CREDIT HOURS - BSCIN-647)

These courses consist of comprehensive lectures and clinical correlations which present general principles of pharmacodynamics and pharmacokinetics, followed by a systematic investigation into the pharmacological agents based on drug group classification. The major emphasis is on the clinically significant aspects of therapeutic effects, toxic effects, and the metabolism of drugs. Receptor concepts among various drug groups will be discussed. Upon completion of the course, students are expected to understand appropriate pharmacological treatment for disease processes involving the major systems.

PREVENTIVE MEDICINE AND PUBLIC HEALTH (PMPH)

(FIRST SEMESTER - 2 CREDIT HOUR - PRCRN-611)

This course covers a variety of topics including: an overview of public health and health care delivery systems; an introduction to evidence-based medicine; epidemiology; definitions and applications in prevention and control of communicable and chronic diseases; biostatistics and hypothesis testing; definitions and appropriate uses; major public health issues for families, children, and older adults; managed care; and legal and ethical aspects of medical and public health practices.

SUMMER COURSES

The College may offer summer courses. These courses may be introductory, preparatory, or for remediation. Please check for course offerings at <http://tourocom.touro.edu/academics/summer-courses/>.

TUTORING

Refer to the Student Handbook

CLINICAL EXPERIENCE

The philosophic framework of clinical education and training at the Touro College of Osteopathic Medicine prepares students for careers in primary and specialty care. This program seeks to educate students to help them become excellent physicians who clearly recognize their roles as providers of comprehensive healthcare to the individual, to the family as a unit, and to communities. The Touro College of Osteopathic Medicine clinical curriculum is a challenging blend of traditional and innovative instruction, designed to:

- Foster the analytic and problem-solving skills requisite for physicians involved in disease prevention, diagnosis, and treatment in individual patients, in families, in minority communities, and in populations at-large, as well as to assure the acquisition of basic clinical knowledge and essential clinical skills.
- Address problems unique to underserved communities.
- Develop an understanding of contemporary healthcare delivery issues. Cultivate effective physician-patient relationships based upon integrity, respect and compassion.
- Develop high ethical standards.
- Promote a lifelong commitment to learning.

Successful completion of the first two years of our didactic program provides our students with the foundation for their clinical experience. However, success in the didactic phase is not a guarantee of success in the clinical phase of the program.

After a successful culmination of two years of clinical training, students will see the physician as being able to:

- Demonstrate clinical competence, using current biomedical knowledge in identifying and managing the medical problems presented by his/her patients.
- Provide continuing and comprehensive care to individuals and families.
- Demonstrate the ability to integrate the behavioral/emotional/social and environmental factors of families in promoting health and managing disease.
- Recognize the importance of maintaining and developing the knowledge, skills, and attitudes required for the best in modern medical practice and other communities in our rapidly changing world.
- Undertake a regular and systematic program of lifelong learning. Recognize the need for and demonstrate the ability to use consultation with other medical specialties while maintaining continuity of care.
- Share tasks and responsibilities with other health professionals.
- Be aware of the findings of relevant research; understand and critically evaluate this body of research; and apply the results of the research to medical practice.
- Manage his/her practice in a business-like, cost-effective manner.

CLINICAL CLERKSHIP PROGRAM

There are a total of 22 clerkship periods in the clinical years, seven of which are assigned by the Curriculum Committee and the Clinical Dean for 3rd year students, and four of which are assigned for 4th year students. This assures that every student obtains the core experience needed to become a well-trained osteopathic physician.

Flexibility is provided by electives during the 3rd and 4th years giving the students ample opportunity to pursue his/her special interests.

Whenever possible, we use hospitals approved for residency training. We have ambulatory training sites that range from private practices to urban health centers.

The clerkships provided at each site, and the number of students assigned to each site from the Touro College of Osteopathic Medicine, are determined by mutual planning by and agreement of the Hospital Administrator, Director of Medical Education, Clinical Faculty, Clinical Dean and the Touro College of Osteopathic Medicine Office of Clinical Education. Osteopathic manipulative medicine is integrated throughout the curriculum. Refer to the Clinical Rotations Manual for more detailed information.

THIRD-YEAR STUDENT CLINICAL ROTATION REQUIREMENTS

Internal Medicine	2 months
Family Medicine	2 months

General Surgery	2 months
Pediatrics	1 month
Obstetrics/Gynecology	1 month
Emergency Medicine	1 month
Psychiatry	1 month
Elective	1 month
Vacation	1 month
Total	12 months

FOURTH-YEAR STUDENT CLINICAL ROTATION REQUIREMENTS

Core Rotations (4 Rotations at Touro College of Osteopathic Medicine Affiliated Sites)

Internal Medicine Subinternship	1 month
General Surgery Subinternship	1 month
Primary Care	1 month
Critical Care/Anesthesia	1 month

Non-Core Rotations (6 Rotations)

Electives	6 months
Total	10 months

DISCIPLINE CATEGORY DESCRIPTIONS

PRIMARY CARE INCLUDES:

Family Medicine, Internal Medicine, Ambulatory Medicine, Pediatrics

Elective Options include but are not limited to:

Anesthesiology, Dermatology, Geriatric Medicine, OMM, Pathology, Psychiatry, Public Health, Radiation Oncology, Radiology, Rehabilitation Medicine, Substance Abuse, Acute/Critical Care: ICU/CCU

Notes:

- * All core rotations must be taken at a Touro College of Osteopathic Medicine affiliated sites.
- * Four (4) weeks of 4th year Surgical Specialty may be substituted for General Surgery.
- * Vacation (1 month) may be taken during the third year as the student deems appropriate for interview time, board study time, or another rotation.
- * Students must successfully be able to demonstrate a mastery of clinical skills. The ability to positively interact with patients, medical center staff, physicians and other students is required. Students must quickly integrate, analyze and synthesize information and medical data. Students must also be able to properly assess a patient's social cues.

ACADEMIC CALENDAR

Please visit: <http://tourocom.touro.edu/academics/academic-calendar/>

LIBRARY

Please visit: <http://tourocom.touro.edu/academics/library/>

OTHER COLLEGE CODES AND STUDENT RESPONSIBILITIES

THE TOURO COLLEGE CODE OF CONDUCT

Refer to the Student Handbook.

STANDARDS OF CLASSROOM BEHAVIOR

Refer to the Student Handbook.

COMPUTER USE POLICY

Refer to the Student Handbook.

INTERNET AND E-MAIL POLICY

Refer to the Student Handbook.

POLICY ON BIAS, HARASSMENT, AND DISCRIMINATION

Refer to the Policies Concerning Disabilities, Discrimination, Harassment found on the Touro website : <http://www.touro.edu/non-discrimination/>.

TITLE IX

All divisions of Touro seek to foster a collegial atmosphere where students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Discrimination or harassment of any kind is anathema to Touro's mission, history, and identity. Touro will resolve any identified discrimination in a timely and effective manner, and will ensure that it does not recur. Those believing that they have been harassed or discriminated against on the basis of their sex, including sexual harassment, should immediately contact the Title IX coordinator. When Touro has notice of the occurrence, Touro is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

The Title IX Coordinator or his designee ("Title IX Coordinator") is trained and knowledgeable about enforcement, compliance, communication, and implementation of Touro's anti-harassment and anti-discrimination policy.

The Title IX Coordinator's contact information is as follows:

Elan Baram
Title IX Coordinator
Touro College
43 West 23rd Street, 7th Floor
New York, NY 10010
Phone: 212-463-0400 x5636
Email: Elan.Baram@Touro.edu

For the complete version of this policy please visit: <http://www.touro.edu/title-ix-policy/>

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, grants all eligible students the right of access to their own educational records as defined in the law. The law prohibits access to or release of personally identifiable information without the prior written consent of the student except under certain limited circumstances. Touro College policy does not permit access to or release of student records to any party except as authorized by this law. It should be noted, however, that this legislation concerning privacy is affected by Section 510 of the Veterans Education and Employment Act of 1976, which provides that, P.L. 93-568 notwithstanding, records and accounts pertaining to veterans, as well as those of other students, shall be available for examination by government representatives. It is also affected by Sections 507 and 508 of the Patriot Act of 2001, which provides that officials designated by the U.S. Attorney General may petition the court to examine records deemed relevant to certain authorized investigations or prosecutions. If a student wishes to inspect or review his or her records, he or she may contact the office concerned. Complete information concerning this policy is available in the Office of the Registrar.

The Family Educational Rights and Privacy Act of 1974 as amended (FERPA), was designed to protect the privacy of education records. Education records include records, files, documents, or other materials in hard copy or in electronic format, maintained by Touro College or a party acting on behalf of Touro College, which contain information directly related to a student. FERPA specifies some limited exceptions including certain personal memory aids and certain employment records.

FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within a reasonable period of time, but not more than 45 days after the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the students of the correct official to whom the request should be addressed.
2. The right to request an amendment to the student's education records that the student believes contains information that is inaccurate, misleading, or in violation of the student's rights of privacy. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide signed and dated written consent before the College discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - b. A second exception that permits disclosure without consent is disclosure of Directory Information. Directory information is information that is generally not considered harmful or an invasion of privacy if released.

The following is considered "Directory Information" at Touro College and may be made available to the general public unless the student notifies the Office of the Registrar in writing before the last day to add classes in a semester:

- o Name
- o College
- o Dates of enrollment

- Address
- E-mail address
- Telephone Listing
- Date and Place of birth
- Major
- Honors and Awards
- Photo
- Classification
- Status
- Degrees conferred
- Dates of conferral
- Graduation distinctions

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Touro College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

AUTHORIZATION FOR DISCLOSURE

Enrolled students may refuse to permit disclosure of Directory Information. To do so, written notification must be received by the Registrar prior to September 15 of each academic year. This request is valid only for the academic year in which it is made. A new written notification requesting non-disclosure must be submitted each academic year.

IMPORTANT DISCLAIMER AND LIABILITY LIMITATION

The payment of tuition entitles a student to register and matriculate in the courses and programs available and offered by Touro College. In order for a degree to be earned, passing grades must be achieved and any other prerequisites required by the school and program must be fulfilled. While students expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. Touro College makes absolutely no assurances or representations of guaranteed success, merely that the College will attempt to provide students with the information needed to accomplish their academic goals. Touro College's liability (as well as its faculty, staff, and third parties action by, through or on its behalf) is limited in all respects, no matter the cause of action or theory of liability, to the amount of tuition actually paid by the student in the one year prior to which the claim is made. No award of incidental, consequential, punitive or lost profits damages may be awarded, nor may a student proceed by class action.

SATISFACTORY ACADEMIC PROGRESS

Refer to the Student Handbook.

STUDENT SERVICES

Refer to the Student Handbook.

ACADEMIC RULES AND REGULATIONS

Refer to the Student Handbook.

COLLEGE CODE OF ACADEMIC INTEGRITY

<http://www.touro.edu/students/policies/academic-integrity/>

DRESS CODE

Refer to the Student Handbook.

DRUG AND ALCOHOL ABUSE

Refer to the Student Handbook.

CONFIDENTIALITY OF STUDENT RECORDS

Refer to the Student Handbook.

COLLEGE CODE OF CONDUCT

The students at the Touro College of Osteopathic Medicine are to comply with the Code of Conduct for Student Responsibilities as published by Touro College unless otherwise noted in the Catalog or Handbook of the Touro College of Osteopathic Medicine.