ACCREDITATION

Touro College was chartered by the Board of Regents of the State of New York in June 1970.

Touro College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, Pennsylvania 19104 (Tel: 267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the United States Secretary of Education and the Council for Higher Education Accreditation.

This accreditation status covers Touro College and its branch campuses, locations and instructional sites in the New York area, as well as branch campuses and programs in Berlin, Jerusalem, and Moscow.

Touro University California (TUC) and its Nevada branch campus (TUN), as well as Touro University Worldwide (TUW) and its division Touro College Los Angeles (TCLA), are part of the Touro College and University System, and separately accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Alameda CA 94501 (Tel: 510-748-9001).

The Touro College of Osteopathic Medicine (TouroCOM) is fully accredited by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA), 142 East Ontario Street, Chicago, Illinois 60611 (Tel: 888-626-9262).

POLICY OF NON DISCRIMINATION

Touro College treats all employees, students, and applicants without unlawful consideration or discrimination as to race, creed, color, national origin, sex, age, disability, marital status, genetic predisposition, sexual orientation, gender identity or citizen status 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, layoff, suspension, expulsion and termination, and all other terms and conditions of admission, matriculation, and employment.

Inquiries or complaints concerning the non-discrimination policies should be sent to Nicole Barnett, 500 Seventh Avenue, 4th Floor, New York, New York, 10018, nicole.barnett@touro.edu (646-565-6285) or, alternatively, to the Chief Compliance Officer at compliance@touro.edu and 646-565-6000 x55330.

As an alternative, individuals may contact the Office for Civil Rights of the U.S. Department of Education for inquiries concerning the above. The Office for Civil Rights is located at 32 Old Slip, 26th Floor, New York, New York 10005. They may be reached by phone at (646) 428-3800 or via email at OCR.NewYork@ed.gov.
IMPORTANT NOTICE

This 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 found online and elsewhere. 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 Institutional Compliance. 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. 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. All changes will be posted on the Touro website. Although we will attempt to inform you of any changes as they occur via the Touro email address assigned to you upon activating your TouroOne portal account, it is nevertheless your responsibility to keep current on all College policies, procedures and practices. Your assigned Touro email address is the official method of contact for all such notices and for all Touro communication.

Students are required to investigate for themselves as to whether the program they enroll in meets their personal, educational and career needs. Different jurisdictions have different licensing requirements and standards. 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 permits a student to register and take the courses and programs available and offered by the Touro school or program in which the student is enrolled. Acceptance in a school or program does not form the basis of a contract. Indeed, a student’s acceptance may be revoked if it is later learned, among other things, that his or her qualifications have been misstated or overstated, or there is some other omission or misrepresentation. Except as noted in the paragraph below, no contract rights exist or are established in the student-educational institution setting by and between Touro and the student. To this end, you waive and Touro disclaims any contract or liability for promises, assurances, representations, warrantees, or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, guarantees, warrantees or other statements concerning our courses and programs and a student's academic success in them. Thus, you waive and Touro further disclaims any liability in tort 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. These disclaimers are, in effect, covenants not to sue binding on students, and are tacitly agreed to by a student’s matriculation or continued matriculation in our programs.

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 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 internal mechanism shall be submitted to non-binding mediation with a neutral mediator affiliated with an established and reputable organization engaged in alternative dispute resolution (“ADR Organization”). In accordance with the Federal Arbitration Act and to the extent not inconsistent with the primacy of federal law, all Disputes remaining after completion of the mediation shall be exclusively conducted and heard by an ADR Organization, designated by Touro in its sole and absolute discretion, before a single arbitrator who shall be an attorney. The location of the arbitration shall be at a convenient office on a Touro campus where the student is (or was last) affiliated. See “Alternative Dispute Resolution” provision for a more elaborate treatment.
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MESSAGE FROM THE PRESIDENT

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, 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.

Alan Kadish, M.D.
Alan Kadish, M.D. is President of the Touro College and University System, the largest Jewish-sponsored educational institution in the United States.

Before succeeding Dr. Bernard Lander as Touro’s second president in March 2010, Dr. Kadish distinguished himself as a prominent cardiologist, dedicated teacher and researcher, and experienced administrator.

**From the Classroom to the Boardroom**

A graduate of the Albert Einstein College of Medicine at Yeshiva University, Dr. Kadish received postdoctoral training at the Brigham and Women’s Hospital, an affiliate of Harvard Medical School, and at the Hospital of the University of Pennsylvania, where he was a fellow in cardiology. He is board certified in internal medicine, cardiovascular disease, and cardiac electrophysiology.

Prior to joining Touro in 2009 as Senior Provost and Chief Operating Officer, Dr. Kadish taught at the University of Michigan and held a 19-year tenure at Northwestern University. He served Northwestern as the Chester and Deborah Cooley Professor of Medicine, Senior Associate Chief of the Cardiology Division, Director of the Cardiovascular Clinical Trials Unit, and sat on the finance and investment committees of the Northwestern clinical practice plan.

An accomplished and prolific research scientist as well, he has published over 250 peer-reviewed papers, received numerous grants, including from the National Institutes of Health and the National Science Foundation, and contributed to several textbooks.

Dr. Kadish is a past chair of the Clinical Cardiology Program Committee of the American Heart Association, and has been elected to prestigious scientific research and education societies including the American Association of Professors, the American Society for Clinical Investigation, and the American Society of Physicians.

**Jewish Values, Global Vision**

As a forward thinker and a deeply committed observer of the Jewish faith, Dr. Kadish was a natural fit with our mission to serve the educational needs of our varied constituencies throughout the country and around the world.

He has helped Touro expand its unique offerings for Jewish and underserved communities while becoming a top-tier institution for the study of health sciences and medicine. Our distinct medical programs—two colleges of pharmacy, four colleges of medicine, and graduate schools and programs in health sciences—serve increasingly large and dynamic student populations. The Touro College and University System is one of the largest healthcare educational systems in the U.S., and Dr. Kadish has positioned Touro to lead a new era in medicine.

In providing educational opportunities that are rigorous, accessible, and—perhaps most of all—relevant, Dr. Kadish keeps our vision clear and progressing ever forward. Under his leadership, we continue to prepare a new generation of scholars, entrepreneurs, and leaders for the world ahead.

Dr. Kadish, who was born in Brooklyn, raised in Queens, and educated in yeshivas in New York, is married with four children.
DR. BERNARD LANDER, FOUNDING PRESIDENT OF THE TOURO COLLEGE AND UNIVERSITY SYSTEM

Dr. Bernard Lander was an inspirational leader and visionary who revolutionized the field of education. As an educator and preeminent scholar, Dr. Lander devoted his life to Jewish and general higher education. Dr. Lander founded Touro College in 1970 and served as its first president until his passing in February 2010. Under his stewardship, Touro underwent significant growth, becoming an institution with multiple campuses and international reach. Today, Touro educates approximately 19,000 students across the United States and around the world.

Dr. Lander’s creative genius and original thinking continues to be reflected in Touro’s innovative approach to the field of higher education. He believed that it was his mission in life to strengthen Jewish continuity through the myriad of Torah and educational institutions that he established, and to provide opportunities for advancement for individuals from all walks of life.

Before founding Touro College, Dr. Lander was recognized as one of the foremost influences on American Jewry. After receiving semicha (rabbinical ordination) from his beloved teacher, Rabbi Moshe Soloveitchik, he assumed the prestigious pulpit position at Beth Jacob Congregation in Baltimore, Maryland. Soon thereafter, in recognition of his work at Columbia University while earning his doctorate in sociology and his communal leadership, he was named associate director of former New York City Mayor Fiorello LaGuardia's Committee on Unity, a precursor to the city's Commission on Human Rights.

In 1958, Dr. Lander was appointed dean of the Bernard Revel Graduate School of Yeshiva University, where he played a major role in the establishment of a network of graduate schools. He also served for over thirty years as vice president of the Union of Orthodox Jewish Congregations, where he emerged as a spokesman for the American Jewish community and was deeply involved in the creation of its acclaimed youth movement, the National Conference of Synagogue Youth. Simultaneously, he was a professor of sociology at The City University of New York and was selected to serve on several presidential commissions that dealt with social policy issues. Touro College and Touro University are Dr. Bernard Lander’s legacies, institutions that will continue to provide quality education for many generations to come.
MESSAGE FROM THE PROVOST, GRADUATE AND PROFESSIONAL DIVISIONS

Dear TouroCOM Students,

Congratulations on choosing the Touro College of Osteopathic Medicine to continue your education. At TouroCOM you will find a vibrant intellectual health care education community where faculty and students interact with respect and professionalism, and work side-by-side conducting research and serving the community. You have selected a medical school that is student-centered and focused on your success. We have a lot to offer, and hope that you will, in turn, take advantage of myriad opportunities for learning and inquiry, both inside and outside of the classroom.

While at TouroCOM, you will have opportunities to engage in research, participate in our College-wide Research Day, engage with thought-leaders in the health care space, and interact with physicians across many specialty areas. You will also have opportunities to work side-by-side with colleagues from Touro’s rich health sciences offerings to learn together through various inter-professional education (IPE) experiences. This is a unique opportunity offered in the context of a University System that graduates hundreds of students annually in medicine, health sciences, dentistry, pharmacy and related disciplines such as physician assistant, nursing, physical therapy, occupational therapy, speech and language pathology, mental health counseling, and social work.

It is indeed the people that make the place. At TouroCOM the faculty, administration and staff are warm, caring and committed to your success. Your TouroCOM education will provide the subject matter and skills knowledge required to excel as an Osteopathic physician. Because of our mission and commitment to social justice and serving the underserved, you will hone leadership skills that will enable you to help others and to make a difference.

Please familiarize yourself with the programs and policies contained in this catalog as they will guide you throughout your academic journey at TouroCOM.

I look forward to meeting you and to watching you reach your academic and career goals, first as students and then as alumni. Best wishes for a meaningful experience at TouroCOM.

Sincerely,

Patricia E. Salkin, J.D.
MESSAGE FROM THE TOUROCOM
EXECUTIVE DEAN AND DEAN, TOUROCOM
MIDDLETOWN CAMPUS

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 that prepares solid foundations in basic and clinical sciences; along with the opportunity to learn skills that best serve the patient, the patient’s family, and society.

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, D.O.
MESSAGE FROM THE DEAN, TOUROCOM
HARLEM CAMPUS

“Let us not be governed today by what we did yesterday,
nor tomorrow by what we do today, for day by day
we must show progress.”

Andrew Taylor Still – Founder of Osteopathic Medicine

The Touro College of Osteopathic Medicine in Harlem, NY offers a unique educational environment in the inner city, surrounded by a thriving, bustling community that interacts with our students and faculty on a daily basis.

At our Harlem Campus, community service and community involvement are key aspects of what we do. We live our mission to train osteopathic physicians with a particular emphasis on practicing medicine in underserved communities and to increase the number of underrepresented minorities in medicine. We value and support public service, research, graduate medical education, and osteopathic clinical service in the community to improve health outcomes for those we serve in medicine through our programming, education, and community service.

Our faculty work to educate students through the use of the latest innovative education techniques using summative and formative measures so as to graduate osteopathic physicians who, not only have excellent medical knowledge, but have also had exposure to cultural diversity and training in cultural competence. Our faculty members are a group of dedicated educators and researchers who value our students as individual learners. The interaction between all members of our TouroCOM community is special and warm in a way not usually found in medical education.

Our graduates leave TouroCOM secure in the knowledge they have gained, and well prepared for their residency education. The success of our students in attaining top-notch residencies in all medical specialties, while focusing on primary care, has built a momentum that will help our future graduates.

Whether it is at our local health fairs, serving the international community on our twice-yearly medical mission trips, or caring for patients in clinics and hospitals, our students and graduates are making a difference in the world.

David A. Forstein, D.O.
MISSION STATEMENT

Touro College is an independent institution of higher education under Jewish auspices, established to transmit and perpetuate the Jewish heritage, as well as to serve the general community in keeping with the historic Jewish commitment to intellectual inquiry, the transmission of knowledge, social justice, and service to society.

Touro offers undergraduate and graduate programs in Jewish studies, the liberal arts and sciences, and the professions including education, law, medicine, pharmacy, health sciences, social work, and business. These programs serve diverse components of the Jewish community and the larger society, especially those who have been underserved in the past. Touro is a college where personal growth, scholarship and research are fostered and where men and women are prepared for productive lives of dignity, value, and values.

The Jewish heritage embraces two fundamental components, the particular and the universal, as reflected in Hillel's dictum in Ethics of the Fathers, "If I am not for myself, who will be for me? And if I am concerned only with myself, what am I?" This teaching shapes the core values of the college, which include a commitment to quality education for all, the treatment, with integrity and respect, of all students, faculty and staff, the role of ethics in the professions, and the building of a responsive and responsible society.

GOALS

1. To transmit and enrich the Jewish heritage and its tradition of intellectual inquiry, as well as to incorporate Jewish studies into programs on the undergraduate, graduate and professional levels

2. To promote sensitivity to ethical concerns and social responsibility through both the curriculum and community outreach

3. To further the career interests and professional aspirations of our students though a broad range of academic programs and related activities

4. To advance proficiency in communication, information and technological literacy, analytical skills, and quantitative reasoning

5. To promote and support faculty and student research and scholarship

6. To develop and provide educational opportunities to underserved students in diverse communities

7. To maintain Touro as a learner-centered community in consonance with the college mission

8. To expand educational opportunities through distance learning and blended programs
INTRODUCTION

This catalog is intended to be a guide to students, informing them of their rights and responsibilities as well as institutional policies and procedures. It does not constitute a contract, and therefore the College reserves the right to make changes at any time without prior notice. This edition replaces and supersedes all prior editions.

Students are responsible for knowing and observing all regulations which may affect their status at the College. For this reason, they are expected to acquaint themselves with the contents of this catalog and to read regularly the notices posted on the Touro website.

In addition, individual programs within the Touro College may have their own handbooks outlining the policies and procedures that apply specifically to students in those programs. In such cases, the student is responsible for knowing both the school-wide and program policies.

TouroCOM students are responsible for being familiar with current academic regulations, requirements and policies as contained in this catalog and in the TouroCOM Student Handbook. Current versions of these documents and policies can be found on the TouroCOM website. Students are also responsible for knowledge of official announcements and other documents issued by TouroCOM. Finally, students are expected to observe the Code of Ethics of the American Osteopathic Association (AOA).

THE TOURO COLLEGE AND UNIVERSITY SYSTEM

The Touro College and University System ("Touro" or "the College") is a Jewish-sponsored independent institution of higher learning and professional education. The College was established to further the Jewish heritage and to serve the larger American community. Approximately 19,000 students are currently enrolled in Touro’s various schools and divisions.

Touro College was chartered by the Board of Regents of the state of New York in June 1970 and opened a year later. The College grew from an initial class of 35 students to an international university system of approximately 19,000 students worldwide today. The mission of perpetuating and strengthening Jewish heritage, while at the same time providing the highest quality educational opportunities to society as a whole, continues to inform all of Touro’s endeavors. Today, Touro enjoys the strong leadership of Chancellor Rabbi Doniel Lander and President Dr. Alan Kadish in furthering Touro’s historic mission.

Touro’s schools serve a variety of communities, providing diverse, innovative and engaging courses in a range of fields - from medicine and pharmacy to law; business to education; and speech pathology to Jewish studies. The distinctive educational experience offered through Touro’s diverse programs are in keeping with the Jewish intellectual tradition of commitment to the transmission of knowledge, social justice, compassionate concern for society and respect for applied knowledge and discovery.
It is this commitment to a Jewish intellectual tradition that is at the foundation of Touro's many outstanding achievements by faculty and students throughout our system. At the same time, the Touro College experience consists of more than classroom instruction - Touro fosters an atmosphere of warmth, in which close faculty-student relationships, student camaraderie and individual attention are nurtured in many ways.

Enhancing the Jewish Heritage

Touro’s first college, the Touro College of Liberal Arts and Sciences, was established in 1971. In 1997, Touro designated the various divisions of the College as The Lander Colleges, in honor of Founding President Dr. Bernard Lander, for his historic contribution to higher Jewish education in America. The Lander Colleges are comprised of the Lander College of Arts and Sciences – Flatbush (with separate divisions for men and women); the Lander College for Women – The Anna Ruth and Mark Hasten School in Manhattan; and the Lander College for Men in Kew Gardens Hills, Queens. The Lander Colleges embody Touro’s commitment to enrich the college experience for young Jewish men and women. The Graduate School of Jewish Studies admitted its first class in 1981, preparing students for careers in education and community service. In 1989, Touro pioneered the School for Lifelong Education (SLE) to serve the academic needs of the Hasidic community, whose unique culture, commitment, and lifestyle required bold and innovative approaches to higher learning. The Institute for Professional Studies (IPS) – Machon L’Parnasa - was established in 1999 to provide practical applications in higher education for the ultra-orthodox community. In 2005, Touro College Los Angeles (TCLA) was created, following a curriculum modeled after The Lander Colleges.

Fulfilling Needs - and Building Strength - in Health Care

Since its inception, Touro has grown to become one of the largest healthcare educational systems in the country. The School of Health Sciences was developed in 1972 as the Division of Health Sciences, consolidated into a school in 1986, and incorporated into a restructured Division of Graduate Studies in 2008. The School, which pioneered the training of physician assistants, has shown steady growth, innovation, and excellence over the years, and has established a number of campuses in the New York area that prepare health care professionals to serve a broad range of patient needs. The Touro College of Osteopathic Medicine (TouroCOM) opened in September 2007 in Harlem to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine. The College is committed to recruiting students to practice in underserved communities such as Harlem, and to function as an integral part of the New York City/Harlem community. In 2014, TouroCOM opened a branch campus in Middletown, New York. In 2008, the Touro College of Pharmacy enrolled its inaugural class of Doctor of Pharmacy students. Also located in Harlem, the school is committed to serving underrepresented communities and developing interest on the part of minority students in careers in pharmacy and other health professions. In 2011, Touro affiliated with New York Medical College (NYMC), one of the nation’s oldest health sciences universities, thereby
creating one of the largest affiliations of medical and health education and biological studies programs under one banner. Located in Westchester County, NYMC is the leading academic biomedical research center between New York City and Albany, with nearly $34.5 million in sponsored research and other programs under management. In 2016, the Touro College of Dental Medicine opened on the campus of New York Medical College, becoming New York State’s first new dental school to launch in nearly 50 years.

In 1997, Touro established a Western Division, Touro University California, with the opening of Touro University College of Osteopathic Medicine (TUCOM) in San Francisco. In 1999 the College moved to its current site on Mare Island in Vallejo, California. Also on Mare Island, Touro opened the Touro University College of Pharmacy (TUCA COP), which admitted its first class in 2005. In 2010, the College of Education and Health Sciences (CEHS) was created with the merger of the College of Education, which opened in 2004, and the College of Health Sciences, which opened in 2002. In 2004, Touro University Nevada (TUN) was established as a branch campus of Touro University California to help address critical needs in health sciences and education and as a resource for community service in the state of Nevada. The Touro University Nevada College of Osteopathic Medicine (TUNCOM) opened in 2004 in response to a shortage of primary care physicians and physician assistants throughout Nevada and the southwest. TUN’s College of Health and Human Services, opened in 2005, offers numerous degree programs in health sciences and education, and has implemented extensive community outreach to assist underserved populations in southern Nevada.

**Charting New Territory in Law, Business and Technology**

In 1980, the Touro College School of Law, today the Touro College Jacob D. Fuchsberg Law Center, was established to develop lawyers who temper practical knowledge with perceptive judgment. In 2007, the Center moved to a new law complex in Central Islip, adjacent to and working with a federal and state courthouse – the first law campus of its kind in the country. Established in the late 1980’s as Touro’s International School of Business and Management (ISBM), in 1998, the Graduate School of Business was founded in New York City’s financial district, where it offers graduate degree programs encompassing a variety of business and management subjects as well as training to work effectively in a world market of independent economies. Also in 2007, the Graduate School of Technology was opened to educate technology leaders through degree programs that reflect the power and pace of technological change. In 2008, Touro College launched Touro University Worldwide (TUW), an online university that offers graduate degree programs to students who are lifelong learners or interested in furthering their professional development.

**Educating the Educators, Serving the Community**

Touro’s Graduate School of Education, which for a time became the Graduate School of Education and Psychology, launched in 1993 to prepare America’s future leaders in education.
The Graduate School of Education has one of the largest teacher education programs in New York State, and, through its Lander Center for Educational Research, assists public schools in addressing problems that impact student achievement and equality of educational opportunity. The New York School of Career and Applied Studies (NYCAS) was established in 2002 through the merger of the School of General Studies (SGS), founded in 1974, and the School of Career and Applied Studies (SCAS), launched in 1985. NYCAS’ mission is to provide quality undergraduate educational experiences at multiple locations throughout New York City that reflect the city’s economic, ethnic and social diversity. In 2006 the Touro College Graduate School of Social Work was created to inspire and prepare graduates for clinical social work practice in a variety of urban and multicultural environments. The School prepares students to advocate effectively for the most underserved in society. In 2008, the Graduate School of Psychology was organized as a self-standing school, and, in 2016, it became a new Department of Behavioral Science within the School of Health Sciences.

**Forging Ties with Israel and Revitalizing Jewish Life in Europe**

Touro College in Israel (TCI) was established in 1986 to provide the English-speaking population in Israel with the opportunity to earn credits towards an academic degree while studying in Israel. In 1991, Touro College became the first American higher education institution to establish a program of Jewish studies in Moscow. The School of Jewish Studies, now renamed the Lander Institute Moscow, was established to afford members of the Jewish community a greater awareness of their Jewish heritage, offer them a well-rounded general education, and provide professional preparation to serve organizations and schools. In 2003, Touro began offering an academic program through Touro College Berlin, and, in 2005, the Lander Institute for Communication about the Holocaust and Tolerance was founded with a focus on examining the range of its consequences.

**ACADEMIC CALENDAR**

Please visit: [http://tourocom.touro.edu/academics/academic-calendar/](http://tourocom.touro.edu/academics/academic-calendar/)

**TOUROCOM MISSION AND GOALS**

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.
Goals

1. Graduate qualified osteopathic physicians
2. Promote the practice of medicine in underserved areas
3. Increase the number of underrepresented in medicine (URM) physicians
4. Improve health outcomes in the community through public service, research, osteopathic clinical service and graduate medical education

THE PHILOSOPHY OF OSTEOPATHIC MEDICINE

Osteopathic medicine is a distinctive form of medicine.*

Osteopathic physicians use all the knowledge, skills, tools, and technology available in modern medicine, with the added benefits of a holistic philosophy and a system of hands-on diagnosis and treatment known as osteopathic manipulative medicine (OMM). Doctors of osteopathic medicine (DOs) emphasize helping each person achieve a high level of wellness by focusing on health promotion and disease prevention.

DOs work in partnership with their patients and are trained to look at the whole person.

They consider the impact that lifestyle and community have on the health of each individual, and they work to erase barriers to good health. DOs are licensed to practice the full scope of medicine in all 50 states, the District of Columbia, Puerto Rico, and other territories of the United States, as well as in more than 65 countries abroad. They practice in all types of environments, including the military, and in all specialties, from family medicine and obstetrics to surgery and cardiology.

From their first day of medical school, DOs are trained to look at the whole person, which means they see each person as more than just a collection of body parts that may become injured or diseased. DOs are taught that the whole person is greater than the sum of his or her parts, and that patients should be treated as partners in the health care process. They are trained to communicate with people from diverse backgrounds, and they are given the opportunity to practice these skills in the classroom and a variety of other settings.

The Tenets of Osteopathic Medicine

1. The body is a unit; the person is a unit of body, mind, and spirit.
2. The body is capable of self-regulation, self-healing, and health maintenance.
3. Structure and function are reciprocally interrelated.
4. Rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function.

* American Association of Colleges of Osteopathic Medicine (AACOM)
APPLICATION PROCESS

1. Application to TouroCOM must be made through the American Association of Osteopathic Medicine Application Service (AACOMAS).

2. Visit [www.aacom.org](http://www.aacom.org) to apply.

3. The AACOMAS deadline is March 1 for TouroCOM.

4. The TouroCOM College Designation Form (CDF) number is 010142-00.

5. You can also contact AACOMAS at:
   - The American Association of Colleges of Osteopathic Medicine Application Service
     5550 Friendship Blvd., Suite 310 Chevy Chase, MD 20815-7231; (301) 968-4190

6. Coursework taken at foreign institutions must be evaluated for U.S. equivalency by an evaluation service recognized by AACOMAS (for a list of evaluations services recognized by AACOMAS, go to [AACOMAS Instructions and FAQs](#)). 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.

7. 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.

ADMISSION REQUIREMENTS

Applicants shall meet the following minimum requirements:

1. Ambition to become an osteopathic physician.

2. A Bachelor’s degree
   - A bachelor's degree from an accredited college or university or its equivalent if completed in a foreign country. Students who are working toward the completion of their bachelor’s degree, and have completed at least 75% of their undergraduate credits, can be considered for admission.
   - In rare cases, students may enter without a degree through affiliated institutions with which TouroCOM 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. Applicants shall have completed the following undergraduate courses:
   - **Biology**: At least 8 semester hours, including 2 hours of lab work (a 4 or 5 on the AP Biology exam is an acceptable substitute).
   - **Inorganic Chemistry**: At least 8 semester hours, including 2 hours of lab work (a 4 or 5 on the AP Chemistry exam is an acceptable substitute).
   - **Organic Chemistry**: At least 8 semester hours, including 2 hours of lab work. 4 hours of Biochemistry may count toward your total.
   - **Physics**: At least 8 semester hours, including 2 hours of lab work (a 4 or 5 on the AP Physics exam is an acceptable substitute).
   - **English**: At least 6 semester hours (a 4 or 5 on the AP English Composition or English Literature exam is an acceptable substitute).
   - **Mathematics and/or Computer Science**: At least 3 semester hours (a 4 or 5 on the AP Pre-Calculus, Calculus AB or BC, or Statistics exams are acceptable substitutes).
   - **Behavioral Sciences**: At least 6 semester hours. Behavioral Sciences include psychology, sociology, and anthropology, amongst others (a 4 or 5 on the AP Psychology exam is an acceptable substitute for 3 semester hours).

   Please refer to [https://help.liaisonedu.com/](https://help.liaisonedu.com/) for a full listing of which subjects may be used to fulfill each of the above requirements.

4. Medical College Aptitude Test (MCAT)
   - Each applicant must submit their most recent Medical College Aptitude Test (MCAT) scores. Only scores from MCATs taken no more than 3 years prior to the planned enrollment year are accepted (For example, a January 2017 score for Fall 2020 enrollment is acceptable whereas a December 2016 score is not). Science and overall GPA, MCAT Scores, as well as CASPer™ scores are requirements for admission and must be competitive.

5. CASPer™
   - Each applicant must complete CASPer™. TouroCOM places a high value on personal characteristics, which we believe are essential to become a capable and compassionate physician. CASPer™ is considered an objective tool to evaluate an applicant’s personal attributes. We believe using CASPer™ makes the application review process fairer for the applicant. Advanced registration is required. CASPer™ is administered by an external testing company. There is a total fee of $20 associated with CASPer™, which is not part of the TouroCOM application fee. It consists of a $10 test fee plus a $10 distribution fee, which is paid directly to the testing company upon registration. These fees are waived for applicants eligible for the AACOMAS-FAP. Specific information about registering for CASPer™ can be seen at [www.takecasper.com](http://www.takecasper.com).
Please keep in mind that academic grades, MCAT, and CASP™ scores are just three factors used in the evaluation process. The TouroCOM 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. The Dean reserves the authority to approve all applications for admission.

**BACKGROUND CHECK**

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 TouroCOM 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 TouroCOM 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 TouroCOM, each candidate for the DO degree must be able to quickly and accurately integrate all information received, perform in a reasonably independent manner, and demonstrate the ability to learn, integrate, analyze and synthesize information and data.

TouroCOM will make every effort to provide reasonable accommodations for physically challenged students. However, in doing so, TouroCOM 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. If you will be requesting reasonable accommodations, please reach out to the Touro College Office of Student Disability Services.

Accordingly, TouroCOM requires each student to meet certain technical requirements, which include:

1. *Professionalism.* Candidates and students must possess the skill, competence, and character expected of a member of a highly trained profession 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 qualities that will be assessed during the admissions and education process.

2. **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.

3. **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.

4. **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.

5. **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.

6. **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.

7. **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.

8. **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.

9. **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.

10. **Ability to participate 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.

11. **Dress code in Osteopathic Manipulative Medicine and Physical Diagnosis Laboratories.** It is imperative to the educational process that the specific body region being examined and/or treated will need to be exposed for observation, palpation and treatment. The dress requirement in clinical skills training sessions is designed to promote learning by providing optimal access to diagnostic observation and palpatory experience to the specific region of the body being examined. Wearing inappropriate clothing interferes with a partner’s experience of diagnosis and treatment.

Appropriate attire must be clean, and includes:

- Shorts which are several inches above the knee - (no jean shorts, cut-offs, cargo, thick-seamed shorts, spandex, short shorts or knee length shorts)
- T-shirts - both genders will be asked to remove t-shirts while acting as patients.
- Sports bras or bathing suit tops for women - these should expose the spine and ribs (not wide
Students may wear scrubs (or other apparel approved by the course director) over the laboratory attire when not in the role of the patient. Students serving as patients may wear cover-ups for areas of the body not being examined (however, students must be prepared to reveal other parts of the anatomy as specific lessons unfold and trace the interconnectivity of the human body).

When in the role of the patient, each student is expected to remove her/his shoes (no shoes are permitted on the tables).

Hats or head coverings (other than for religious purposes) are not permitted in lab.

Religious head coverings must be modified when necessary to allow palpation when they would obscure the immediate area to be examined or treated (e.g., head, neck, upper back). Modifications can include: adjustment of the covering permitting unobstructed palpation beneath the covering; or substitution of a thinner material that allows for adequate evaluation and treatment.

Each student must be appropriately attired and prepared before class begins. Failure to be appropriately attired for class impedes the educational process and will not be tolerated.

The Touro College and University System is founded on support of and sensitivity to religious observance. TouroCOM will ensure that reasonable accommodation of religious sensitivities is provided to the extent that it does not impact negatively on the delivery and execution of the curriculum and its leaning objectives. Osteopathic Manipulative Medicine (OMM) and Physical Diagnosis labs are critical to the Osteopathic Medical curriculum and each student must participate fully. Touro reserves the right to determine the extent, frequency and academic impact of accommodations offered on a case-by-case basis.

TouroCOM is committed to ensuring that qualified students receive the benefits of our medical program. TouroCOM’s ultimate responsibility is to the future patients treated by the students that we educate and train. TouroCOM will make reasonable accommodations necessary to enable otherwise qualified students with disabilities to meaningfully participate in our osteopathic medicine program. However, notwithstanding the accommodations provided, in order to be granted a degree, every student must pass COMLEX USA Level 1 and COMLEX USA Level 2 - CE and PE within six years of matriculation at TouroCOM. These examinations are administered through the National Board of Osteopathic Medical Examiners (NBOME). Students are advised that even though TouroCOM may offer a reasonable accommodation, NBOME has its own requirements and standards. The accommodations, if any, a student receives at TouroCOM may not be available or offered by NBOME. Please contact the NBOME for individual concerns. Students are cautioned to address these concerns to avoid upset and a potential situation where the student has expended great time, money, and effort in their education, but cannot pass COMLEX exams. TouroCOM expects that all students meet all essential requirements of the program as well as the technical standards for the safe, efficient and effective performance during the clinical rotation assignments and for the practice of medicine.
SUPPLEMENTARY MATERIALS

1. Once you have applied, AACOMAS will send TouroCOM a receipt of your submission. The Office of Admissions will contact select qualified applicants with an invitation to complete a supplementary e-application along with the supplementary materials listed below. A $200 non-refundable supplemental e-application fee will be paid at the conclusion of the supplementary e-application submission process.

2. An evaluation from a pre-professional advisory committee, OR two letters of recommendation from science faculty familiar with your academic work.

3. One letter of recommendation from a practicing physician (DO or MD). Please note, a letter from a DO is preferred. Also, it is highly encouraged, if possible, to shadow a DO.

INTERVIEWS

After the supplemental application is received, candidates who qualify may be selected for an interview that 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 TouroCOM 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 community and available housing. The interviewing faculty will complete a scored form to evaluate the interview 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 into TouroCOM will be recommended by the Admissions Committee. This recommendation goes to the Dean, who reserves the authority to approve all applications for admission. Within two months 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

TouroCOM accepts transfer students. Applicants are reviewed on a case-by-case basis. Academic credits may be transferred for second or third year students 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). Applicants must be in good academic standing and provide reasonable grounds for seeking a transfer. Transfer candidates should also be eligible for re-admission to their previously attended college of medicine, as evidenced by a letter from the Dean of said college.

Additional Admissions Requirements:

- A minimum 2.5 overall GPA
- Credit is only given for completed courses that fulfill the COM’s graduation requirements
- Credit is only given for courses passed with a grade of C or better
For students applying during the clinical portion of their education, rotation evaluations may be reviewed against core competencies measures of the American Osteopathic Association.

Students must complete the last two years of instruction at TouroCOM to earn their DO degree from Touro.

How to Apply

Transfer applicants should apply online and submit the following by the June 15 deadline:

Go to [www.apply.touro.edu](http://www.apply.touro.edu) and create a new application account. Please note, if you have previously applied to any Touro location or will be applying to the Touro California or Nevada campuses for the same admission cycle, you will need to create a new application account for TouroCOM.

**IT IS IMPORTANT THAT YOU ANSWER EACH SECTION IN THE ORDER PRESENTED AND ANSWER THE QUESTIONS WITHIN EACH SECTION IN THE ORDER PRESENTED.** The application is dynamic and skipping sections or questions may prevent you from seeing all the information/questions to which you need to respond (e.g., you will only see the "Personal Statement" section once you save the application after filling out the Academic Plan section as listed below).

In the ‘academic plan’ section of the application, you will have to choose the campus you wish to attend.

1. Under Location choose ‘Touro College’
2. Under School/College to which you wish to apply, choose ‘Touro College of Osteopathic Medicine’;
3. Under Degree Program/Location for which you wish to apply, you will choose ‘Doctor of Osteopathic Medicine - Harlem’ or ‘Doctor of Osteopathic Medicine – Middletown.’ Please note choosing either location at this stage is non-committal. You will identify a preference on the Supplemental Application itself. Although the options end “(apply through AACOMAS),” transfer applicants do not need to submit an application through AACOMAS.

In the Personal Statement Section, download and print the Supplemental Application. Make sure to check the “transfer” box on the Supplemental Application. Once completed, the Supplemental Application and Personal Statement should be emailed to admissions.tourocom@touro.edu. Do not upload the forms to the e-application.

In addition to the Personal Statement, include a brief written statement outlining reasons for the transfer request. This should also be emailed to admissions.tourocom@touro.edu.

Non-refundable $200 application fee, which will be paid at the end of the application submission process.
- Official transcripts of all college work (including COCA or LCME-accredited medical school records) should be sent to the campus address to which you are applying.
- Official MCAT scores from when you had originally been admitted to the prior medical school should be sent to the campus address to which you are applying.
- COMLEX-USA and USMLE Examination scores, if taken, should be sent to the campus address to which you are applying.
- CASPer™ results
- A letter from the Dean of your previous college of medicine that you would be eligible for re-admission.
- Three letters of recommendation:
  - One letter of recommendation from a practicing physician (DO or MD). Please note, a letter from a DO is preferred.
  - Two letters of recommendation from science faculty familiar with your academic work. Please note, at least one of these two letters should be from a faculty member at the transferring institution.

The Admissions Committee reviews completed transfer applications along with transfer credit equivalency evaluations. Decisions are based on factors that include but are not limited to: available space, academic record, circumstances leading to transfer request, admission standards at the time of the transfer request and the interview.

TouroCOM 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 TouroCOM 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 online by accessing their student account on [TouchNet](#). 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. Students are expected to pay in full by the due date or apply for a payment plan. Authorized users (other than the student) can pay through their online access to [TouchNet](#). 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 TouroCOM or any program in which the student is enrolled or seeks enrollment.
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 $2,000 is required two weeks after notification of acceptance to TouroCOM.
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:
* 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 15. Students are notified in advance of the May 15 deadline.

Also, applicants must undergo a complete physical examination, be immunized as outlined on the physical examination form, and provide proof of health insurance.

For more information, please contact the Bursar’s Office.

EQUIPMENT REQUIREMENTS

Each student is required to have his/her own computer and medical diagnostic equipment. Please refer to the Tuition and Fees website below for additional costs for the academic year.

PRINCIPLES OF THE CURRICULUM

The curriculum of TouroCOM 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 TouroCOM 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 TouroCOM 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 are:

Osteopathic Philosophy and Osteopathic Manipulative Medicine

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.

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 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:

<table>
<thead>
<tr>
<th>AOA Competency</th>
<th>Related Components of the TouroCOM Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Osteopathic Philosophy and Osteopathic Manipulative Medicine</td>
<td>Educate/train osteopathic physicians; Osteopathic clinical service; Improving health outcomes</td>
</tr>
<tr>
<td>Medical Knowledge</td>
<td>Educate/train osteopathic physicians; Research; Innovation in medical education; Graduate medical education</td>
</tr>
<tr>
<td>Patient Care</td>
<td>Practicing medicine in underserved communities; Increasing URMs in medicine; Improving health outcomes</td>
</tr>
<tr>
<td>Interpersonal and Communication Skills</td>
<td>Practicing medicine in underserved communities; Increasing URMs in medicine; Improving health outcomes; Osteopathic clinical service; Public service; Graduate medical education</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Practicing medicine in underserved communities; Increasing URMs in medicine; Improving health outcomes; Osteopathic clinical service; Public service; Research; Graduate medical education</td>
</tr>
<tr>
<td>Practice-based Learning and Improvement</td>
<td>Educate/train osteopathic physicians; Improve health outcomes; Innovation in medical education; Graduate medical education</td>
</tr>
<tr>
<td>Systems-based Practice</td>
<td>Improve health outcomes; Practicing in underserved communities</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>AOA Competency</th>
<th>Assessment Strategies</th>
<th>Feedback to Students and Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Osteopathic Philosophy and Osteopathic Manipulative Medicine</td>
<td>OMM written and practical exams, COMLEX exams, OMM clinical rotation evaluation, COMAT subject exam</td>
<td>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</td>
</tr>
<tr>
<td>Medical Knowledge</td>
<td>Formative classroom Assessments, Summative preclinical written exams, COMLEX exams, COMAT subject exams, Laboratory Practicals</td>
<td>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</td>
</tr>
<tr>
<td>Patient Care</td>
<td>PD and ECE OSCEs, Clinical rotation evaluations, COMAT subject exams</td>
<td>OSCE grade/student performance report from standardized patients and faculty feedback, COMAT subject scores, Clinical rotation evaluation report</td>
</tr>
<tr>
<td>Interpersonal and Communication Skills</td>
<td>PD and ECE OSCEs, Clinical rotation evaluations</td>
<td>OSCE grade/student performance report from standardized patients and faculty feedback, Clinical rotation evaluation report</td>
</tr>
<tr>
<td>Professionalism</td>
<td>PD and ECE OSCEs, Clinical rotation evaluations,</td>
<td>OSCE grade/student performance report from standardized patients and faculty feedback, Clinical rotation evaluation report</td>
</tr>
<tr>
<td>Practice-based Learning and Improvement</td>
<td>Clinical rotations evaluations</td>
<td>Clinical rotation evaluation report</td>
</tr>
<tr>
<td>Systems-based practice</td>
<td>Clinical rotations evaluations</td>
<td>Clinical rotation evaluation report</td>
</tr>
</tbody>
</table>
The 4-year program leading to the DO degree requires a minimum of 228 credits. TouroCOM 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 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 Biomedical Sciences and Anatomy departments. 1 credit hour for every 15 hours of lab in the Primary Care department.

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.

CURRICULUM OVERVIEW

The curriculum is divided into two phases:

1. Didactic / Preclinical Education (1st and 2nd years):
   
   In the 1st year, the focus is on the basic sciences that will form the educational foundation for the 2nd year where the focus is on the teaching of integrated systems and incorporating basic and clinical sciences into 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.
   
   New courses and changes in existing course work are initiated by the responsible departments or programs. Curriculum changes are reviewed and recommended by the Curriculum Committee to the Dean’s Council for final approval.
### Year 1 - First Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Course Number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Anatomy and Embryology, Part I</td>
<td>BSCN606</td>
<td>7</td>
</tr>
<tr>
<td>Medical Biochemistry</td>
<td>BSCN603</td>
<td>4</td>
</tr>
<tr>
<td>Histology</td>
<td>BSCN604</td>
<td>5</td>
</tr>
<tr>
<td>OMM I part 1</td>
<td>OMMN610</td>
<td>3</td>
</tr>
<tr>
<td>Physical Diagnosis I</td>
<td>PRCN607</td>
<td>3</td>
</tr>
<tr>
<td>Physiology I</td>
<td>BSCN635</td>
<td>4</td>
</tr>
<tr>
<td>Professionalism and Medical Ethics</td>
<td>PRCN647</td>
<td>1</td>
</tr>
</tbody>
</table>

### Year 1 - Second Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Course Number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Anatomy and Embryology, Part II</td>
<td>BSCN608</td>
<td>3</td>
</tr>
<tr>
<td>General Pathology</td>
<td>BSCN611</td>
<td>5</td>
</tr>
<tr>
<td>Immunology</td>
<td>BSCN612</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Cultural Competency in Healthcare</td>
<td>BSCN620</td>
<td>1</td>
</tr>
<tr>
<td>Medical Genetics</td>
<td>BSCN605</td>
<td>3</td>
</tr>
<tr>
<td>Neuroanatomy</td>
<td>BSCN619</td>
<td>5</td>
</tr>
<tr>
<td>OMM I part 2</td>
<td>OMMN621</td>
<td>3</td>
</tr>
<tr>
<td>Physical Diagnosis II</td>
<td>PRCN623</td>
<td>3</td>
</tr>
<tr>
<td>Physiology II</td>
<td>BSCN637</td>
<td>4</td>
</tr>
<tr>
<td>Shadowing Elective</td>
<td>PRCN606</td>
<td>0</td>
</tr>
</tbody>
</table>

### Year 2 – First Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Course Number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Systems I</td>
<td>PRCN627</td>
<td>7</td>
</tr>
<tr>
<td>Early Clinical Experience - Introduction to Doctoring Part I</td>
<td>PRCN632</td>
<td>3</td>
</tr>
<tr>
<td>Medical Microbiology and Immunology I</td>
<td>BSCN624</td>
<td>4</td>
</tr>
<tr>
<td>Medical Simulation *(taken either first or second semester)</td>
<td>PRCN616</td>
<td>1</td>
</tr>
<tr>
<td>OMM II part 1</td>
<td>OMMN625</td>
<td>3</td>
</tr>
<tr>
<td>Pharmacology I</td>
<td>BSCN634</td>
<td>4</td>
</tr>
<tr>
<td>Preventative Medicine and Public Health</td>
<td>PRCN611</td>
<td>2</td>
</tr>
<tr>
<td>Systematic Pathology I</td>
<td>BSCN633</td>
<td>5</td>
</tr>
</tbody>
</table>

### Year 2 – Second Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Course Number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Medicine</td>
<td>PRCN626</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Systems II</td>
<td>PRCN646</td>
<td>7</td>
</tr>
<tr>
<td>Early Clinical Experience - Introduction to Doctoring Part II</td>
<td>PRCN601</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Clinical Rotations</td>
<td>CLIN600</td>
<td>1</td>
</tr>
<tr>
<td>Medical Microbiology and Immunology II</td>
<td>BSCN636</td>
<td>4</td>
</tr>
<tr>
<td>OMM II part 2</td>
<td>OMMN637</td>
<td>3</td>
</tr>
<tr>
<td>Pharmacology II</td>
<td>BSCN647</td>
<td>4</td>
</tr>
<tr>
<td>Systematic Pathology II</td>
<td>BSCN646</td>
<td>5</td>
</tr>
</tbody>
</table>
FIRST YEAR COURSES

The first year is designed to introduce students to the basic concepts of the biological sciences and their clinical applications. 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.

BSCN603: MEDICAL BIOCHEMISTRY

(FIRST SEMESTER)

Biochemistry emphasizes the clinical relevance of the basic principles and phenomena that 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. 4 credits.

BSCN604: HISTOLOGY

(FIRST SEMESTER)

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 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). 5 credits.

BSCN605: MEDICAL GENETICS

(SECOND SEMESTER)

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. 3 credits.
BSCN606: CLINICAL ANATOMY & EMBRYOLOGY I  
BSCN608: CLINICAL ANATOMY & EMBRYOLOGY II  
(FIRST SEMESTER, SECOND SEMESTER)  
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, plastination, and virtual anatomy laboratories. Clinical 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. BSCN606: 7 credits, BSCN608: 3 credits.

BSCN611: GENERAL PATHOLOGY  
(SECOND SEMESTER)  
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. 5 credits.

BSCN612: IMMUNOLOGY  
(SECOND SEMESTER)  
This course is intended to provide the student with insight into the foundations of immunological protection, 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 second half of the course focuses on the biology of common human microbial pathogens, as well as their patterns of transmission, mechanisms of pathogenesis, clinical presentations, diagnostic guidelines and appropriate therapies. 4 credits.

BSCN619: NEUROANATOMY  
(SECOND SEMESTER)  
This course introduces students to the normal anatomy and function of the human central nervous system. This comprehensive course covers basic neuroanatomy and neurophysiology in both a lecture and laboratory format. Students are presented with content comprising a broad conceptual framework for appreciation of normal neural structure, function, and development. The course builds on students’ knowledge of neural structure and function to understand complex brain activities such as sleep, learning and memory, emotion, language, and cognition.
The knowledge of normal neural structure and homeostasis is used as a platform for an appreciation of clinical neural dysfunction; i.e., to provide a fundamental understanding of the human nervous system in health and disease. Thus, at the end of the course, students will be able to relate the function of the normal human nervous system to dysfunction underlying exemplary neurological deficits and psychiatric disorders. 5 credits.

**BSCN620: INTRODUCTION TO CULTURAL COMPETENCE IN HEALTHCARE**
(SECOND SEMESTER)
The Introduction to Cultural Competence in Healthcare course will expose students to challenges in understanding cultural diversity as an important factor that may potentiate or inhibit the success of a caregiver in a community such as Harlem or Middletown. The course will also present Interprofessional educational experiences along with PharmD students on the Harlem campus and Nursing students at the Middletown campus, to further elucidate professional cultural awareness in a team setting. 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 that 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. 1 credit.

**BSCN635: PHYSIOLOGY (FIRST SEMESTER)**
**BSCN637: PHYSIOLOGY (SECOND SEMESTER)**
(FIRST SEMESTER, SECOND SEMESTER)
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 help the student to understand basic pharmacology and the kinetics of drugs and disease. BSCN635: 4 credits, BSCN637: 4 credits.

**OMMN610: OSTEOPATHIC MANIPULATIVE MEDICINE (OMM I) (FIRST SEMESTER)**
**OMMN621: OSTEOPATHIC MANIPULATIVE MEDICINE (OMM I) (SECOND SEMESTER)**
(FIRST SEMESTER, SECOND SEMESTER)
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 years one and two. 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. OMMN610: 3 credits, OMMN621: 3 credits

**PRCN606: SHADOWING**

(SECOND SEMESTER - ELECTIVE – PASS/FAIL)

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. 0 credits

**PRCN607: PHYSICAL DIAGNOSIS (FIRST SEMESTER)**  
**PRCN623: PHYSICAL DIAGNOSIS (SECOND SEMESTER)**

(FIRST SEMESTER, SECOND SEMESTER)

The goal of Physical Diagnosis I and II 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, understand the use of screening versus focused exams, use basic diagnostic equipment and skillfully perform a physical examination.

Over the two semesters, the Physical Diagnosis course contributes to the student’s mastery of a number of the American Association of Osteopathic Medicine (AACOM) core competencies for osteopathic medical students. Core competencies include Osteopathic Principles and practices, Medical Knowledge, Patient Care, Interpersonal and Communication Skills, and Professionalism. The students will learn how to approach the patient and recognize the clinical context, including mind-body and psychosocial interrelationships and be able to communicate effectively.

By the end of the Physical Diagnosis Courses, the students will be able to demonstrate patient empathy, be aware of behavioral issues that may influence their interaction with a patient, and incorporate preventative medicine and health promotion when discussing range of accepted values, such as normal diagnostic ranges and basic understanding of normal and abnormal findings. Interpersonal and Communication skills will enable the students to establish and maintain relationships with patients.

Multiple modalities will be utilized including: assigned readings, lectures, video lectures, interactive learning sessions, demonstrations, small group hands-on practical skills sessions with experienced clinical preceptors, standardized patients, and medical simulators.

**PRCN607: 3 credits, PRCN623: 3 credits**

**PRCN647: PROFESSIONALISM AND MEDICAL ETHICS**

(FIRST SEMESTER)

The class is designed to teach students how to: (a) act professionally 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 of 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 medical ethics and their role as professionals in medicine. 1 credit

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 yearlong course in behavioral medicine and psychiatry is also provided.

**BSCN624: MEDICAL MICROBIOLOGY AND IMMUNOLOGY (FIRST SEMESTER)**
**BSCN636: MEDICAL MICROBIOLOGY AND IMMUNOLOGY (SECOND SEMESTER)**

(FIRST SEMESTER, SECOND SEMESTER)

These courses build upon the Immunity course provided in the first year. Medical 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. The role of the immune system in protection from infections, and the immunopathological mechanisms responsible for inflammatory injury in both infectious and noninfectious situations will be covered in detail. Examples of how the immune system can be used as a diagnostic and therapeutic tool are also examined. BSCN624: 4 credits, BSCN636: 4 credits

**BSCN633: SYSTEMATIC PATHOLOGY (FIRST SEMESTER)**
**BSCN646: SYSTEMATIC PATHOLOGY (SECOND SEMESTER)**

(FIRST SEMESTER, SECOND SEMESTER)

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. *BSCN633: 5 credits, BSCN646: 5 credits*

**BSCN634: PHARMACOLOGY (FIRST SEMESTER)**  
**BSCN647: PHARMACOLOGY (SECOND SEMESTER)**  
(FIRST SEMESTER, SECOND SEMESTER)

This course consists of comprehensive video lectures and clinical correlations that present drug absorption, distribution, metabolism and elimination (ADME) and the general principles of drug action. Emphasis is focused on the mechanistic basis of drug action at each tissue or cellular site on behalf of disease resolution and restoration of normal physiological function. The course is organized according to organ system and therapeutic use, mechanism of action, and side effects of each drug or drug class. Upon completion of the course, students are expected to predict safe and effective pharmacological treatment for specific disease processes across the major organ systems. *BSCN634: 4 credits, BSCN647: 4 credits*

**CLIN600: INTRODUCTION TO CLINICAL ROTATIONS**  
(SECOND SEMESTER)

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. *1 credit*

**OMMN625: OSTEOPATHIC MANIPULATIVE MEDICINE (OMM II) (FIRST SEMESTER)**  
**OMMN637: OSTEOPATHIC MANIPULATIVE MEDICINE (OMM II) (SECOND SEMESTER)**  
(FIRST SEMESTER, SECOND SEMESTER)

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.  
*OMMN625: 3 credits, OMMN637: 3 credits*

**PRCN611: PREVENTIVE MEDICINE AND PUBLIC HEALTH (PMPH)**  
(FIRST SEMESTER)

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. *2 credits*
PRCN616: MEDICAL SIMULATION

(FIRST/SECOND SEMESTER)
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, teamwork, communication, and procedural skills. Students will work with a variety of simulators including high fidelity simulators and task trainers. This is a one-semester required course taken during the second year; students are assigned to take the course in either the Fall or Spring semester. 1 credit

PRCN626: BEHAVIORAL MEDICINE

(SECOND SEMESTER)
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. 2 credits

PRCN627: CLINICAL SYSTEMS (FIRST SEMESTER)

PRCN646: CLINICAL SYSTEMS (SECOND SEMESTER)

(FIRST SEMESTER, SECOND SEMESTER)
The Clinical Systems Course is composed of the modules noted below which are divided between the Fall and Spring semesters. The content is presented via videotaped lectures, Power Point presentations, reading assignments, and weekly, three-hour, in class interactive sessions. The course is presented in the following chronological order:

1. Dermatology, Immunology, & Rheumatology
2. Pulmonary
3. Cardiology
4. Endocrinology
5. Renal & Genitourinary
6. Gastrointestinal
7. Hematology
8. Oncology
9. OB/GYN and special populations

The main goal of the Clinical Systems course is to introduce and provide a foundation for clinical medicine to the second-year medical student and covers the clinical aspects of disease relative to the pediatric, adolescent, adult, and geriatric populations. The course will divide clinical medicine into major organ systems, presented in modules, as noted above.

This course will have a vertical thread with the first-year courses and a horizontal thread with the other second-year module classes (Immunology and Microbiology, Pathology, and Pharmacology), so that students will have a comprehensive presentation of each of the organ systems discussed. The course will incorporate anatomy, physiology, pathology, microbiology, immunology, biochemistry, genetics, radiology/ diagnostic imaging, laboratory medicine, treatment options, and disease management as well as discussions relating to the standard of care.
and screening modalities for the diseases presented. Contents of the Clinical Systems course are integrated into the Early Clinical Experience course: Introduction to Doctoring course, Medical Simulation course, and will incorporate key components of the Physical Diagnosis course.

PRCN627: 7 credits, PRCN646: 7 credits

PRCN632: EARLY CLINICAL EXPERIENCE – INTRODUCTION TO DOCTERING PART 1
PRCN601: EARLY CLINICAL EXPERIENCE – INTRODUCTION TO DOCTERING PART 2

(FIRST SEMESTER, SECOND SEMESTER)

This is a two-semester course that 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. PRCN632: 3 credits, PRCN601: 3 credits

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/.

CLINICAL EXPERIENCE

The philosophic framework of clinical education and training at TouroCOM 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 TouroCOM 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.
  o Develop high ethical standards.
  o 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:
  o Demonstrate clinical competence, using current biomedical knowledge in identifying and managing the medical problems presented by his/her patients.
  o Provide continuing and comprehensive care to individuals and families.
  o Demonstrate the ability to integrate the behavioral/emotional/social and environmental factors of families in promoting health and managing disease.
  o 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.
  o 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.
  o Share tasks and responsibilities with other health professionals.
  o 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.
  o Manage his/her practice in a business-like, cost-effective manner.

**CLINICAL CLERKSHIP PROGRAM**

There are a total of 20 clerkship rotations throughout the 3rd and 4th years. Twelve of the clerkship rotations are considered core rotations. Ten of the twelve core rotations are completed during the 3rd year (and must be completed at a TouroCOM Affiliated Sites) and two are completed during the 4th year. This assures that every student obtains the core experiences needed to become a well-trained osteopathic physician.

Flexibility is provided to students through the completion of electives during the 3rd and 4th years. Students are able to explore a variety of opportunities to pursue their interests. Students complete one elective in the 3rd year and seven electives in the 4th year.

Whenever possible, TouroCOM uses hospitals approved for residency training. TouroCOM has 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 TouroCOM 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.

<table>
<thead>
<tr>
<th>Third (3rd) Year Clinical Rotation Requirements</th>
<th>Fourth (4th) Year Clinical Rotation Requirements</th>
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</thead>
<tbody>
<tr>
<td><strong>Core Rotations</strong> (10 Rotations at TouroCOM Affiliated Sites)</td>
<td><strong>Core Rotations</strong> (2 Rotations at TouroCOM Approved Sites)</td>
</tr>
<tr>
<td>Internal Medicine (1 &amp; 2) 2 months</td>
<td>Internal Medicine Sub-Internship 4 weeks</td>
</tr>
<tr>
<td>Family Medicine (1 &amp; 2) 2 months</td>
<td>Primary Care 4 weeks</td>
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<tr>
<td>General Surgery (1 &amp; 2) 2 months</td>
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</tr>
<tr>
<td>Pediatrics 1 month</td>
<td>Non-Core Rotations (7 Elective Rotations)</td>
</tr>
<tr>
<td>Obstetrics/Gynecology 1 month</td>
<td>7 Electives 4 weeks each</td>
</tr>
<tr>
<td>Emergency Medicine 1 month</td>
<td></td>
</tr>
<tr>
<td>Psychiatry 1 month</td>
<td></td>
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<tr>
<td>Non-Core / Elective Rotation 1 month</td>
<td></td>
</tr>
<tr>
<td>Vacation 1 month</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong> 11 rotation months &amp; 1 vacation month</td>
<td><strong>Total</strong> 9 months (36 weeks)</td>
</tr>
</tbody>
</table>

**THIRD YEAR STUDENT CLINICAL ROTATIONS**

**INTERNAL MEDICINE**

<table>
<thead>
<tr>
<th>CLIN.700.A.IM1</th>
<th>6 CREDITS</th>
<th>1 MONTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLIN.700.B.IM2</td>
<td>6 CREDITS</td>
<td>1 MONTH</td>
</tr>
</tbody>
</table>

Core clinical sites for the Internal Medicine rotation offer a range of experiences. The overall goal of the didactic portion of the rotation is to create a framework through which a consistent set of objectives can be learned. Students will rotate in assigned clinical settings in order to complete the required third year course. Internal Medicine attendings will specify site requirements for the clerkship and will see that students are provided with an appropriate level of clinical and didactic experience. To ensure consistency among Internal Medicine clerkship experiences, the standardized online curriculum is provided. In order to successfully complete the required third year rotation, all students must fulfill requirements specified by their preceptor and complete the required elements of the standardized curriculum as outlined in the Clinical Education Handbook and this syllabus.
The eight-week clerkship in General Surgery provides third year medical students with an overview of current surgical principles and practice. Students will get exposure to surgery of the chest, abdomen, head and neck and Bariatric Surgery. Additionally, students will be able to observe vascular, plastic, neurosurgical and urologic procedures.

Along with actively participating in clinical activities with the surgical faculty and/or residents, students attend formal didactic sessions such as Surgical Grand Rounds, Tumor Board, and Case Presentations covering key topics in surgery.

**FAMILY MEDICINE**

The goals of the two-month Family Medicine Clerkship are to integrate, expand and refine clinical skills and experience the continuity, comprehensiveness, complexity, context, and coordination of care provided by Family Physicians in the context of the Patient Centered Medical Home (PCMH). Third-year students should develop an appreciation for the role of prevention in the delivery of health care and develop an awareness of the impact of families and culture on health problems. Students should likewise develop an awareness of their own personal strengths, interests, and limitations.

**OBSTETRICS & GYNECOLOGY**

The goal for the core clinical clerkship in Obstetrics and Gynecology is to provide a foundation by which the student should experience all facets of women’s health care. Inherent in this rotation, would be the ability to develop and enhance a skill set with regards to the specific complexities of gynecologic medicine as well as obstetrical care. In addition, through exposure or self-learning, the students should understand the coordination of care through Patient Centered Medical Home (PCMH). This understanding should then aid them in understanding the diverse complexities involved in administering quality women’s health care. Students will be assigned to different clinical settings to complete this required third year clerkship. The clinical preceptors will establish the guidelines for the rotation to ensure an adequate clinical experience through patient exposure, procedures, and didactic development. These experiences will be linked to the various aspects specific to the diverse scope of this specialty. To insure consistency among clerkship sites and receptors, this syllabus has been developed. A series of obstetrical and gynecologic topics is suggested as a minimum baseline for the students to assimilate over the course of the rotation. This will be done through didactics, patient exposure
and self-learning objectives. The clinical rotation should provide the student with a foundation of knowledge of how OMM principles and practice are utilized in this specialty. Most importantly, students should learn compassion and empathy towards this patient base and achieve the utmost level of professionalism.

### PEDIATRICS

**CLIN.704.PEDS**

6 CREDITS | 1 MONTH
---|---

This course is designed to introduce third year medical students to the basic principles of general Pediatrics. Through both inpatient and outpatient encounters with children across the age range of pediatrics, from neonates through young adulthood, the student will gain exposure to the clinical care of children. In utilizing their clinical skills and knowledge and incorporating osteopathic principles and practice, students will also begin to develop their core AACOM Entrustable Professional Activities (EPAs) as they prepare for residency.

### PSYCHIATRY

**CLIN.705.PSY**

6 CREDITS | 1 MONTH
---|---

The goal of the psychiatry rotation is for third year medical students to acquire knowledge of psychiatry principles in patient-care situations and to demonstrate the ability to work as part of a treatment team in the care of patients with psychiatric illnesses. Students will learn about common as well as serious psychiatric illnesses and will learn how to apply their medical knowledge to compile appropriate differential diagnoses, to make a diagnosis, and to propose treatment options in patient-care situations.

### EMERGENCY MEDICINE

**CLIN.708.EM**

6 CREDITS | 1 MONTH
---|---

The general goal of the third year Emergency Medicine clerkship rotation is to expose the student to the basic tenets of Emergency Medicine. The student will be exposed to the approach to the ED patient, develop competency in basic procedures, develop ability to formulate differential diagnosis possibilities, basic management of life-threatening procedures, the ability to differentiate patient acuity. The student will also participate as a member of the ED treatment team in the general care of the patient.

### ELECTIVE

**CLIN.716.A.ELC1**

6 CREDITS | 1 MONTH
---|---

The Non-Core Elective rotation is designed to allow students the flexibility to choose a rotation of their interest. The elective rotation must be four-weeks in length. See the TouroCOM Clinical Rotations Manual for further information.
FOURTH YEAR STUDENT CLINICAL ROTATIONS

PRIMARY CARE

CLIN.898.PC 6 CREDITS 4 WEEKS

Students will have the opportunity to gain further exposure in an ambulatory care setting; primary medical care provided on an outpatient basis, including diagnosis, observation, treatment, and rehabilitation services. There are both initial presentations of patient problems and the opportunity for follow-up in these settings. Though a single rotation is short, students should observe development of longitudinal relationships between doctors and patients with an emphasis on patient centered care. Students will have the opportunity to be exposed to a broad patient demographic throughout multiple primary care clinics, and will focus on the diagnosis and management of common conditions likely to be seen by a general internist.

INTERNAL MEDICINE SUB-INTERNSHIP

CLIN.854.IMSUBI 6 CREDITS 4 WEEKS

This clerkship provides the student with the opportunity to serve as a sub-intern on a general medical service at an approved teaching hospital. Students are directly involved in the management of diverse medical patients from admission to discharge, learning to work within the context of a patient care team. The major purpose of the rotation is to facilitate the transition from Student Clerk to Intern. This clerkship is important to prepare for specialties requiring an IM residency, followed by a fellowship in the subspecialty, such as Pulmonary, ID, Cardiology, GI, Endocrine, and Nephrology. Note that pediatric subspecialties also “count” (e.g., pediatric cardiology, allergy & asthma), and that general pediatrics rotations (including inpatient), will not satisfy this requirement. These will usually involve significant inpatient experience.

ELECTIVES

CLIN.813.A.ELC1 6 CREDITS 4 WEEKS
CLIN.813.B.ELC2 6 CREDITS 4 WEEKS
CLIN.813.C.ELC3 6 CREDITS 4 WEEKS
CLIN.813.D.ELC4 6 CREDITS 4 WEEKS
CLIN.813.E.ELC5 6 CREDITS 4 WEEKS
CLIN.813.F.ELC6 6 CREDITS 4 WEEKS
CLIN.813.G.ELC7 6 CREDITS 4 WEEKS
CLIN.813.H.ELC8 (Optional) 6 CREDITS 4 WEEKS

NOTE: 4th year students must complete 4 weeks of each required rotation between July 1st and April 30th. Students must complete five (5) courses during the Fall (July-December) and four (4) courses during Spring (January- April).
CLINICAL EDUCATION OUTCOMES

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.

Students are not expected to be experts in diagnosis and treatment. With progress through the clinical training program, more will be expected of students. When asked for diagnostic and treatment options, responses should flow from the history and physical findings. There should be a clear rationale behind diagnosis and treatment options.

Osteopathic principles serve as a foundation for the entire curriculum. These principles address the capacity to look at presenting complaints and to see persons in their entirety.

At the end of each clinical rotation, students should be better able to:

- Obtain an accurate, logical, and sequential medical history.
- Perform and record a comprehensive physical examination.
- Communicate the history and physical examination in a timely manner.
- Apply basic medical knowledge in formulating a differential diagnosis and a management plan.
- Function as an effective member of the healthcare team.
- Demonstrate professional behaviors including:
  - Reliability and dependability
  - Self-awareness of strengths and limitations
  - Cultural awareness and sensitivity
  - Emotional stability and professional demeanor
  - Enthusiasm
  - Punctuality
  - Initiative and self-education
- Demonstrate humanistic qualities
  - Integrity: the personal commitment to be honest and trustworthy.
  - Respect: the acknowledgement of patients’ choices and rights regarding themselves and their medical care.
  - Compassion: an appreciation that suffering and illness engender special needs for comfort and help without evoking excessive emotional involvement.
GRADUATE MEDICAL EDUCATION AND COMLEX OUTCOMES

Student performance on the national licensing exam (COMLEX Levels 1, 2-CE, 2-PE, and 3) as well as student placement results in graduate medical education (residency) positions can be found here: http://tourocom.touro.edu/about-us/outcomes/

TUITION AND FEES

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

TUITION REFUND SCHEDULE

Policy for Withdrawing from All Classes

Students who wish to officially withdraw from a program are required to complete a “Withdrawal from the Program” (WFP) form, obtain approval from their program advisor (Program Chair or Dean), Financial Aid and Bursar, and submit it to the Office of the Registrar for processing. The official date of withdrawal from the program is the date on which the completed withdrawal form is submitted and time stamped at the Office of the Registrar.

Non-attendance, non-participation or notification to the instructor/program director does not constitute an official withdrawal from the program.

The Office of the Registrar is the only Designated Campus Official for all official program withdrawals. Official notification to the school occurs when a student notifies the Registrar of their intention to withdraw. Intent to withdraw means that the student indicates that they have either ceased to attend the school and do not plan to resume academic attendance or believes at the time that they provide notification that they will cease to attend the school. Notification is not considered provided until the Registrar receives the notification.

Students who wish to withdraw from all courses in a given semester without officially withdrawing from a program must complete an Add/Drop form.

When withdrawing from ALL classes, the following tuition refund schedule will apply:

Fall & Spring semesters - When withdrawing from all courses:

- Before the first day of the semester: 100% of tuition
- During the add/drop period: 100% of tuition
- During the week following the add/drop period: 50% of tuition
- After that week: No refund

The Administrative Fee is non-refundable for all semesters.

All other fees are refundable during the Add/Drop period only.
Policy for Withdrawing from a Partial Load

Students are required to submit an Add/Drop form or other written notification (email from the official Touro email address will be acceptable) listing all of the courses that they wish to withdraw from to initiate the process. The form or Touro email notification must be approved/received by the appropriate program advisor (department chair or dean). If submitted by email, the registrar’s office must be copied. The Add/Drop form must be submitted to the Office of the Registrar by the deadline set by the student’s school in order to be processed in the Student Information System (SIS). Students must refer to their school’s academic calendar for withdrawal dates and submission deadlines. The official date of withdrawal from the course(s) is the date on which a completed Add/Drop form or approved email is submitted and time stamped at the Office of the Registrar.

Non-attendance, non-participation or notification to the instructor/program director does not constitute an official withdrawal from courses.

For students who add and drop classes of an equivalent credit load, there are no financial implications, and no tuition adjustments are needed.

Students who drop courses placing them in a status below their original load will have their tuition adjusted per course dropped as follows:

**Fall & Spring Semesters – When withdrawing from a Partial Load**

- Before the first day of the semester: 100% of tuition credit for course(s) dropped
- During the add/drop period: 100% of tuition credit for course(s) dropped
- During the week following the add/drop period: 50% of tuition credit for course(s) dropped
- After that week: No refund

The Administrative Fee is non-refundable for all semesters.

All other fees are non-refundable during the Add/Drop period only.

Please note that students in receipt of Title IV (Federal Financial Aid) funds are subject to Federal Return of Title IV policies when withdrawing from ALL classes. Please contact the Financial Aid Office for further information.

**TOURO ONE PORTAL**

The TouroOne portal, https://touroone.touro.edu/, provides students access to a wide range of functions and services from any Internet-enabled device. These include:

- Registering for courses (only in programs which allow online registration)
- Viewing and printing grades
- Viewing and printing class schedules
- Searching current course offerings
- Accessing TouchNET® for online e-bills and tuition payments
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).

- Information related to Loans can be found here.
- Information related to Scholarships can be found here.

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/](http://tourocom.touro.edu/admissions-aid/financial-aid/)

OFFICE OF THE REGISTRAR

The Office of the Registrar supports teaching and learning at Touro College by maintaining and acting as the custodian of students’ academic records, coordinating the registration process, and providing the following services:

- Processes “Change of Name,” “Leave of Absence” and other official forms.
- Processes transfer credit requests.
- Verifies enrollment status for certification, or other purposes.
- Handles matters pertaining to veterans.
- Addresses all matters related to student visas.
- Verifies fulfillment of academic graduation requirements.
- Prepares official transcripts.
- Issues diplomas upon graduation.

To contact the Office of the Registrar, please visit: [http://tourocom.touro.edu/academics/registrar/](http://tourocom.touro.edu/academics/registrar/)

OFFICE OF FINANCIAL AID

The Office of Financial Aid services the financial needs of all matriculated TouroCOM students. The Office also manages the annual “cost of attendance” schedule, which includes the details pertaining to tuition and fees. A range of other financial aid services are offered and include providing personal counseling on financial scheduling, reducing student indebtedness, advising best practices for student loan debt borrowing, and affording access to scholarship opportunities.

For information on the cost of attendance, tuition, and fees, please reference the following link: [http://tourocom.touro.edu/admissions--aid/financial-aid/](http://tourocom.touro.edu/admissions--aid/financial-aid/)

The office is open to students from 9:00 AM to 5:30 PM Monday through Thursday and from 9:00 AM to 2:00 PM on Friday.

**Steps for Applying for Financial Aid**

To receive aid from the Federal Student Aid Program, it is required that you complete the Free Application for Federal Student Aid (FAFSA) or the Renewal Application for Financial Aid. The fastest way to do this is by going to [https://fafsa.ed.gov](https://fafsa.ed.gov) and submitting your FAFSA through the Department of Education’s website. We advise all students to complete this application online.
Students who do not have internet access may use the school’s computer labs to complete the process.

All first-time Federal Direct Student Loan borrowers are required to complete a Master Promissory Note (“MPN”) and an online Entrance Counseling. Both may be completed at https://studentloans.gov/myDirectLoan/index.action

**FAFSA ID**

When submitting the FAFSA online, the student will need an FSA ID. The FSA ID application process consists of three steps:

**STEP 1:** Enter Login Information on https://fafsa.ed.gov

Provide your unique username and password, and answer the question “Are you 13 year of age or older?”

**STEP 2:** Enter Personal Information

Provide your Social Security number, name, and date of birth. Optional: Include your mailing address, e-mail address and language preference. Provide five challenge questions and answers. This adds an extra level of security to your FSA ID. If you forget your username or password, you can retrieve your username or reset your password by providing answers to your challenge questions.

**STEP 3:** Submit Your FSA ID Application

Agree to the terms and conditions of the FSA ID by checking the box at the bottom of the screen of the submission page. The security of your FSA ID is important because it can be used to electronically sign Federal Student Aid documents, access your personal records, and make binding legal obligations. Optional: Verify your e-mail. By verifying your e-mail, you can use your e-mail as your username when logging into FSA applications.

Once FAFSA completes verification with the Social Security Administration (1-3 days), you will be able to use your FSA ID to access your personal information on Federal Student Aid websites.

Touro College Federal School is 010142. In order for your FAFSA to be processed correctly, please use Touro College Manhattan Campus address: 320 West 31st Street, New York, NY 10001

For your FAFSA to be processed properly, you must use Touro’s Manhattan address for question 101 A.

**General Information**

Touro College participates in Federal, New York State, and New York City aid and grant programs. These programs are designed to assist qualified students who have limited resources to attend college.
Applications for financial aid must be completed once every academic year. Financial aid personnel are available to assist students in completing their applications, including the “Free Application for Federal Student Aid (FAFSA),” which determines a student’s eligibility for all Federal Aid.

Financial aid awards at Touro College are, for the most part, awarded on the basis of financial need. Need is defined as the difference between the cost of education (tuition, fees, room, board, books, and other expenses), and the estimated contribution as determined by the Federal form (FAFSA) that has been filed.

**Financial Aid Tips**

Listed below are some tips which can help students avoid delays in the completion and processing of their Financial Aid applications and/or the packaging of actual financial awards.

Before coming to the Financial Aid Office for counseling, check with a Financial Aid administrator to determine what documentation you may need to bring with you.

If you receive correspondence from any outside agency regarding your financial aid, please bring it with you.

Please submit any additional documentation requested by the Financial Aid office in a timely fashion in order to expedite the financial aid process.

**OFFICE OF THE BURSAR**

The Bursar’s Office, as part of Student Services, is responsible for maintaining all students’ tuition accounts. This includes validating all tuition charges and fees, generating bills, reviewing student accounts processing payments, issuing student refunds and all collection activity. These functions are accomplished while servicing the needs of our students within the framework of Touro’s policies and legal guidelines.

Full tuition and fees and prior debts for students entering the second, third, and fourth year must be paid in full on or before the registration date for each academic term. Matriculation is subject to satisfactory completion of all academic requirements and payment of all outstanding tuition and fees to the College. Participation in our program can be delayed, suspended, or terminated due to a failure to meet deadlines or pay tuition and fees when due.

Prior to first-year registration, official transcripts from all colleges and universities where the student has attended previously, including a final transcript, must be submitted to the Admissions Office. (Students are expected to have completed and have certified, by their matriculation, that they have fulfilled all prerequisites for admission to the program. If at a later date a deficiency is discovered, the student may be terminated from the program.) In addition, a criminal background check is required. *(Note: Students are responsible for accuracy and thoroughness regarding the information provided in a criminal background check; inaccurate, incomplete, misleading, or untruthful statements in such requests may be CAUSE TO REVOKE THE OFFER OF)*
Students must pay tuition and fees in full 10 days before the start of the term or apply for a payment plan. TouchNet is Touro’s means of providing our student body 24 hour accesses to viewing their balance and making payments online. Students are permitted to register for a forthcoming semester only if they have paid all tuition and fees in full, or have made other arrangements satisfactory with the Office of the Bursar enrolled in an online Payment Plan. For more information, please check the TouroOne portal.

Any student wishing to receive Financial Aid to help pay tuition and fees must submit a FAFSA with completed financial requirements in a timely manner. The Financial Aid office will contact the student to submit the necessary loan application(s) as well as the appropriate documentation. Your approved and disbursed Federal Direct Loan(s) will be applied to your financial obligations. Early filing is suggested to assure sufficient time for processing and to allow for the timely disbursement of loan proceeds. Any student choosing this payment option will be subject to late payment fees if this deadline is not met.

Late payment fees will be charged to students making payment after the tuition due date. A schedule of fees is available on the TouroOne portal.

Transcript or diploma requests will not be processed for students who have delinquent tuition or accounts, e.g. library overdue fines.

For further information concerning the Bursar, refer to the TouroCOM Student Handbook.

**LIBRARY**

Please visit: [http://tourocom.touro.edu/academics/library/](http://tourocom.touro.edu/academics/library/)

**STUDENT COUNSELING**

Academic Counseling

Students seeking advising for campus-life issues, the academic program, or the administrative requirements of attending the school can be obtained through the Dean of Student Affairs, Directors of Financial Aid, Registrar, Bursar, Academic Dean, Clinical Department Chairpersons, or a Professor. Faculty and administration are involved intimately in providing an array of support services to our students which include, but are not limited to, professional counseling, guidance, and advisement. Within the office of the Preclinical Dean is a process for early warning, whereby students are informed of their progress or lack thereof on a quarterly basis. The Dean of Student Affairs provides access to a peer counselor in times of need and is also available for advisement and support on an as-needed basis. Course directors provide support through review sessions of course materials and in-person advisement. Collectively, the entire system works together to communicate with students as early and often as possible in support of each student’s academic progress.
Behavioral Health — Counseling and Wellness

Students of the College who desire advice or counseling about time management, stress, anxiety, and mental health needs are personally responsible to seek help. Counseling and Wellness services as well as how to contact the counselor are introduced to all students during orientation. Counseling services also published on the school’s website and via paper-based flyers posted around campus. All counseling or therapy sessions with the school counselor or social worker are private and confidential.

For emergency situations, crisis and interventional specialists are also available 24/7 throughout the tristate area for students in need. For additional information about all of the wellness services available, please visit http://tourocom.touro.edu/student-life/support-services/counseling--wellness/.

Faculty Advisors

The Faculty Advisor Program plays an important role at Touro College of Osteopathic Medicine. Students and faculty work together very closely in the academic arena. Students are encouraged to use the advice, expertise, and help of the faculty through the advisor program. At a minimum, the advisor is a faculty member and advocate who takes a personal interest in his/her assigned students. Students should feel free to contact their advisor as frequently as necessary for advice, encouragement, and support. Advisors may assume a proactive role and provide academic support to their students when performance levels fail to meet minimum academic standards.

Faculty advisors will be assigned during orientation for the entering class. First-year students should see their mentor a minimum of two times each semester. Second-year students should see their mentor at least once each semester. Students requesting a different advisor than who they were assigned to must submit the request in writing to the Dean of Student Affairs. If a specific faculty member is named as the preferred advisor, then he/she must agree to becoming the student’s advisor before the change can be made. Third- and fourth-year students may continue to seek advisement from their assigned advisor at the medical school. Students on clinical rotations are advised, however, to seek advisement from the clinical faculty at the clinical rotation hospitals, particularly from the Directors of Medical Education (DME). Students in the third and fourth clinical years are encouraged to work with the DMEs, the Clinical Dean, and the Dean of Student Affairs concerning any challenges that may be experienced while on rotations.

TUTORING

Through the Office of Student Affairs, TouroCOM offers students peer tutoring services without charge. Tutoring is available on a first-come first-served basis during all academic years and is designed to help students enhance their test-taking skills, modify their study habits, and/or focus on critical material and content. Request forms for tutoring services are available in the Office of Student Affairs. In some cases, students may request assistance with studying and learning skills. In these cases, the student may be referred to the Preclinical Dean for further direction and assistance.
Applications to become a student tutor are available in the Office of Student Affairs. Final approval to tutor a subject is granted by the appropriate course director. Student tutors must be able to communicate effectively, have mastered the course material, and be in good academic standing. Work-study tutors receive an hourly payment for their services paid for by federal funds. Student tutors must have registered in the Office of Student Affairs to be eligible for payment for services.

For more information related to TouroCOM Tutoring, speak to the Dean of Student Affairs or visit the TouroCOM website.

IMMUNIZATION REQUIREMENTS

In accordance with New York State Department of Health regulations, TouroCOM requires that all incoming students and students preparing to begin clinical rotations submit documented proof of immunizations. For didactic classes, students are required to submit immunization records for measles, mumps, and rubella (MMR) and meningitis prior to matriculation. For clinical rotations, students are required to submit immunization records for diphtheria/tetanus, polio, and hepatitis B. They must also complete and submit the Meningococcal Meningitis Vaccination Response Form. TouroCOM is required by law to keep student immunization documentation on file and where dictated by law, immunity by titer. No student will be permitted to begin and attend classes or clinical rotations if they have not provided satisfactory proof of required immunizations as required by the provider or otherwise.

Immunization forms can be obtained in the Office of the Registrar at various campus locations, or downloaded at:


Evidence and results of tuberculosis screening will be required at the time of matriculation, and before serving clinical rotations as required by the provider or as required by law (See Clinical Rotation Credentialing Requirements).

REGISTRATION PROCESS

All students are registered automatically via block registration (by the Registrar) for the preselected courses that correspond to their academic program at TouroCOM. Students assume all responsibility for paying tuition and fees incurred via this registration process.

It is the student’s responsibility to inform the Office of the Registrar of their enrollment that might affect registration by the established deadlines to avoid tuition and fee obligations incurred via block registration. Changes in registration that result in an adjustment to tuition and fee charges will be processed according to the established and published policies.
Efforts may be made to give each student ample opportunity to demonstrate competency in each area of the academic program. For students who have not been successful, the College may offer a remediation opportunity. However, remediation is to be regarded as a privilege that must be earned by a student through active participation in the educational program, as demonstrated by regular attendance (as described in this Handbook) and by individual initiative and utilization of resources available to him/her. Decisions regarding remediation will be made by the Dean on an individual basis after considering the recommendation of the SPC and all pertinent circumstances in each case.

The SPC recommendation to the Dean will be based on the student's academic records and considerations after consultation with the student's faculty advisor, course instructor, system coordinator, or appropriate dean. The SPC, after such consultation, may recommend to the Dean that the student shall be directed to comply with one of the following:

1. Pass an examination as directed by the course coordinator or appropriate instructor.
2. Complete special projects or studies in the deficient area(s), as directed by the course coordinator or appropriate instructor.
3. Repeat the course.
4. Take the failed course at an accredited institution with the approval of the Preclinical Dean. Such approval may be granted if the course offers comparable course content and curriculum as determined by the Preclinical Dean in his/her absolute discretion. In this case, students who have taken and earned a grade of no less than ‘C’ may apply for transfer credit. In the case of a ‘U’ on a rotation, the College may assign a site for remediation, but this is not guaranteed. If a student is offered the privilege of remediation, then the student may request to:
   a. Repeat the academic year; or
   b. Withdraw from the College.

Grades earned during an attempted remediation of a course, system, or clinical rotation will be reviewed by the SPC and the Dean. The highest grade a student may earn by any of the remediation options set forth above is a grade of ‘U/C.’ The grade achieved by remediation will be recorded on the transcripts beside the original grade, and it will read as the grade of ‘U/C’ and carry a grade-point weight of 2.0 for the course. Any student who fails remediation as directed above shall be dismissed automatically from the school with no right of appeal.

In the event remediation is not granted, the recommendation for dismissal will be forwarded to the Dean (See “Academic Dismissal,” p. 66).
ATTENDANCE, TARDINESS, ABSENCES, AND EXAMINATIONS

TouroCOM encourages and expects students to attend all scheduled courses of study including, but not limited to, classroom lectures, discussion groups/interactive sessions, laboratory activities, and clinical assignments. Failure of a student to be present on time to any of the above will be viewed as violations of standards of academic and social conduct. Students should refer to the course syllabus for specific requirements for individual classes. If there are requirements articulated in a course document, then those requirements prevail.

An absence from a required college activity may be excused according to the Criteria for Requesting an Excused Absence for Courses, Labs, and Discussion Groups section below. Absence from instructional periods for any reason does not relieve the student from responsibility for material covered.

Promptness is a trait the physician must display and is a component of the Core Competency of Professionalism of the AOA. Tardiness in class disturbs both the lecturer and the entire student body and is inconsiderate and rude. Repeated tardiness is considered improper professional behavior and may result in disciplinary action, including dismissal.

Late Attendance for an Examination

Other than situations specifically addressed in this Handbook, students are required to be present for all scheduled examinations. All students are required to sign in for an exam no less than 15 minutes prior to the assigned examination start-time, and they are to follow all examination procedures. If a student finds that he/she is unavoidably detained and is more than 15 minutes late for a scheduled written examination, he/she should not enter the exam room but should present himself/herself to either the Dean of Student Affairs or the Preclinical Dean instead to explain the situation.

Following the meeting, the Dean may offer one of the following options to the student:

1. The exam will be taken during the remaining allotted exam time with no penalty.

2. The exam will be rescheduled for a later time with a 10% penalty for an exam covering the same topic.

3. In instances where a student is impacted by a situation outside of his/her control (see Criteria for Requesting an Excused Absence for Courses, Labs, and Discussion Groups section below), an excused absence may be requested to precipitate the rescheduling of that examination with no penalty.

4. A missed written exam must be made up within one week of the original assigned exam date or as scheduled following the approval of the Dean of Student Affairs.
Criteria for Requesting an Excused Absence for Courses, Labs, and Discussion Groups

Permission to be excused from a required course component, lab, or discussion group/iClicker session is not granted routinely. To request an excused absence, please complete and submit an excused absence request form to the Office of Student Affairs. The form can be found at http://tourocom.touro.edu/student-affairs/excused-absences/

Excused absences are granted for situations specifically addressed in this Handbook. All absence requests must be accompanied by contemporaneous supporting documentation. The following criteria are recognized for granting excused absences:

1. The student has a death in the immediate family. An announcement of the family member’s funeral arrangements may be presented as supporting documentation.

2. The student is admitted to a hospital for medical reasons. In the case of an injury or illness, a physician’s note (and/or evidence documenting such an absence) is required. The College reserves the right to ask for additional supporting documentation in support of the physician’s note. Seeing a doctor does not satisfy the requirement for a medical excuse. Acute trauma, immunocompromised status, or having a communicable condition (documented with laboratory confirmation) would be clinical examples that might meet the requirement for a medical excuse. Be aware that it is the student who requests that medical information be provided to the school. The student is charged with the responsibility to inform the physician that in order to be excused, a medical note must be prepared that explains specific reason(s) why the physician directed the student not to attend required classes or examinations during that time. The medical note also must state why it would have posed a danger to the student or to the student body/faculty or staff to be present at the college. Late presentation of a note or retroactive application may affect the determination of whether the absence is excused.

3. Academic pursuits whereby a student is participating in a prior-approved seminar, conference, or educational program to promote a better understanding of medical education and the field of osteopathic medicine.

Unexcused Absence Policies

The following policy applies only to the components of the curriculum cited here. Students are otherwise required to attend all scheduled exams, lab practicals, OSCEs, and laboratory sessions. For Full-Term classes: A student is allowed two unexcused iClicker session absences per course per semester without penalty. Unexcused absences are to allow students the opportunity to miss an iClicker session for a reason that does not comply with excused absence policies (see above).

For Half-Term classes: Half-term classes are defined as any class that does not run for the entire semester (i.e., Anatomy and Embryology II, Neuroanatomy). In these courses, a student is allowed one unexcused iClicker session absence per course without penalty.
Lecture-based classes will follow the same format as half-term classes (i.e. Intro to Cultural Competency and Professionalism and Medical Ethics). A student is allowed to miss one laboratory session per semester in Anatomy, Histology, and General Pathology.

iCLICKER POLICIES

The TouroCOM preclinical education program is successful, according to student performance on internal evaluations and on external national evaluations (COMLEX-USA Level 1). The content review, quizzes, and discussions in each class each week are key formative assessment elements in this success, and our opportunity to track student understanding of content depends on the fair and consistent use of iClicker technology.

iClicker Group A and B

In the case where classes or labs are divided into A and B discussion groups students are to attend these classes in their assigned group, unless given permission by the Preclinical Dean or Dean of Student Affairs to attend the alternative session.

Loaners and Batteries

iClickers will be distributed to students on the first day of school. TouroCOM does not temporarily lend iClickers to students who have forgotten to bring them to class.

Similarly, it is the student’s responsibility to make sure their iClicker batteries have sufficient charge. The IT department does not provide batteries for student use.

Lost iClickers

Lost iClickers will be replaced at the student’s expense ($50). Payment is made through the following link:

https://secure.touchnet.net/C21513_ustores/web/store_main.jsp?STOREID=46&SINGLESTORE=true All replacement iClickers MUST be purchased through the IT department.

iClicker Excused Absences

Excused absences for iClicker sessions are authorized ONLY by the Dean of Student Affairs. Excused absences will be recorded as “Ex” on Canvas and will not be calculated in the final iClicker grade at the end of the semester. In the event that an excused absence is not granted, the policy for “unexcused absences” is followed.

See Criteria for Requesting an Excused Absence for Courses, Labs, and Discussion Groups section above.

iClicker Unexcused Absences

See policy for Unexcused Absences above.
iClicker Grading

Student responses as recorded by the iClicker grading system are applied to a student’s final grade as indicated in the course syllabus. iClicker grades are calculated based upon the percentage of questions answered correctly over the entire semester. When this calculation is made, 1-2X the average number of graded questions in a session for the semester will be deducted from the total graded questions. This is to account for the unexcused iClicker absences allowed for each student without penalty, as per the Unexcused Absence Policies above. Sessions that a student has an excused absence for will not be counted. A student’s final iClicker grade is capped at 100%. Students should check the course syllabus for the final grade breakdown of each course.

Inappropriate use of iClickers

TouroCOM has a zero tolerance policy for the inappropriate use of iClickers. Inappropriate use includes, but is not limited to, the following: a) students found to be entering iClicker answers on a device other than their own. In this situation, both students will be referred to the Dean of Students Affairs for disciplinary action. B) students who mistakenly or purposefully switch iClickers with one another. This is also a violation of the Code of Conduct and will be referred to the Dean of Student Affairs.

Re-clicking

Discussion sessions that require students to choose an answer a second time (for example, after a 2 min discussion), students must in fact “re-click” during the second polling to get credit, even if their answer selection has not changed from the first polling.

Canvas

Students are encouraged to check iClicker grades on Canvas weekly and to notify the IT department immediately if there is any perceived discrepancy in grade. When checking grades, please note the following: a dash [-] indicates when a student does not “click in” and, thus, were marked absent. A “0” indicates that none of the student’s responses were correct. If you do not see an iClicker grade for a particular date, check the course syllabus to ascertain if you had an iClicker class on that date.

iClicker Disputes: Policy for Administrative Review of iClicker Grades

Please note that it is the student’s responsibility to maintain a functional clicker and to ensure that they are actually “clicking in” (Check your batteries, keep extra). A registered response is indicated by a check mark that appears on the iClicker screen after a selection has been made.

Process for requesting an Administrative Review of iClicker Grades:

1. To request an administrative review of their iClicker grades, the student must submit an
email to the IT Department and the Preclinical Dean detailing the exact concern.

2. The student will be notified within two weeks of the outcome of the review.

iClicker session grades posted to Canvas will stand, except:

1. when, upon administrative review, it is found that “grading” or “grade reporting” errors affecting the whole class were made;
2. when, upon administrative review, it is found that grades recorded by iClicker were incorrectly transferred to Canvas;
3. when a student who received an excused absence for an iClicker session from the Dean of Student Affairs mistakenly had a zero recorded for that session.

**Deadline for requesting a review of iClicker grades**

There is a firm deadline for reporting concerns with iClicker grades. These dates will be communicated to students during the semester. iClicker grade concerns will not be investigated after the deadline has passed.

**GRADING**

**Grading and Credit Hours**

At the end of each course or rotation, a grade for each student will be submitted to the Office of the Registrar by the faculty responsible for the instruction. The work of all students in the four years at TouroCOM are reported in terms of the following grade scale:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DEFINITION</th>
<th>GRADE VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>High Honors</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Honors</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>U/C</td>
<td>Satisfactory with remediation</td>
<td>2</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>Not calculated in GPA</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrawal Unsatisfactory</td>
<td>0</td>
</tr>
<tr>
<td>WNA</td>
<td>Withdrawal Never Attended</td>
<td>Not calculated in GPA</td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete</td>
<td>Pending (not calculated in GPA)</td>
</tr>
</tbody>
</table>

Courses are rated at one credit hour for approximately each 15 hours of lecture or 30 hours of laboratory and/or practice sessions. Credit hours of 2.5 will be assigned for each week of clinical rotations. A cumulative GPA will be calculated and posted on the transcripts.
If a student receives a ‘U’ grade in a course and then the course is successfully remediated, the grade will appear as a ‘U/C.’

In the event a student is required to restart an academic year (successor class), the policies and procedures applicable for students in the successor class apply.

See also NBOME.

Grading for Clinical Rotations
Refer to the Clinical Rotations Manual, which can be found at: [http://tourocom.touro.edu/students/](http://tourocom.touro.edu/students/)

Definition of Grades

- **A:** High Honors
- **B:** Honors
- **C:** Satisfactory
- **P:** Pass – Grades of ‘P’ may be given for courses of up to one credit.
- **U:** Unsatisfactory – If a ‘U’ is obtained, it must be satisfied by remediation. A student must convert all ‘U’ grades to a passing grade before he/she may enter clinical rotations, unless authorized by the Dean.
- **U/C:** Satisfactory with remediation – After an unsatisfactory performance has had successful remediation, a ‘U/C’ will replace the ‘U’ on the transcript (see Remediation section).
- **W:** Withdrawal – (No penalty) This grade is assigned when a student officially withdraws from a course after the Add/Drop period by filing an Add/Drop form with the Office of the Registrar, signed by an academic advisor. A student who does not file this form will receive a grade of WU, depending on the number of class sessions attended and the amount of work completed. Time periods for official withdrawal vary by semester.
- **WU:** Withdrawal Unsatisfactory – Student stopped attending/participating before 60% or less of the scheduled classes per semester; calculated as a failing grade.
- **WNA:** Withdrawal Never Attended – Student never attended class. This grade is not included in calculating the student’s grade point average (GPA). The administration reserves the right to grant WNA grade in limited circumstances in their sole and absolute discretion.
- **INC:** Incomplete – Student did not complete all course assignments and received the instructor’s permission to complete course requirements at a later date. See Grade of Incomplete section below.
- **N:** No grade assigned
Grade of “Incomplete” (INC)

A grade of “Incomplete” (INC) may be given to students who have acceptable levels of performance for a given course, but have not completed all course requirements – such as an examination, a paper, a fieldwork project, or time on a clinical rotation. “Incomplete” grades are routinely allowed only for the completion of a relatively small percentage of work in a course (e.g., 25%). Grades of “Incomplete” are not issued to students who are doing substandard work in order to give them the opportunity to redo their projects/exams so that they can achieve an acceptable grade.

The procedure for granting an “Incomplete” begins with the student requesting a meeting with the faculty member in which the faculty member will review the student’s progress and decide whether it is appropriate for the student to receive the grade of “Incomplete.” If the faculty member decides that the student does not meet the requirements for the grade of Incomplete, she or he may deny the student’s request. The student may contest the faculty member’s decision by appealing in writing to the department/program chair. Policies regarding the consequences of missing a final exam may differ in individual schools or programs, and will govern the student’s right to request a grade of “Incomplete.”

If the student is permitted to apply for an Incomplete, he or she will fill out a Contract for Grade of Incomplete. The Contract is considered a request until it is approved and signed by the student, faculty member, and department/program chair. Signed copies of the Contract are given to the student, the faculty member, the departmental/program chair, and a copy is forwarded to the Registrar’s Office. The faculty member is asked to record the grade of “Incomplete.”

Although the time allowed for the completion of any single project may vary depending on the magnitude of the project, a grade of Incomplete should not be allowed to stand longer than one semester from the end of the semester in which the course was given. The faculty member will specify the amount of time allowed to finish an incomplete project in the contract. The amount of time should be appropriate to the project. For instance, a faculty member may only want to allow a relatively short amount of time to complete a missing exam. Under special circumstances, the Dean may extend the deadline beyond one semester. In such a case, the contract should be revised to reflect the change. Once the student completes the required project, the faculty member determines the final grade for the course and notifies the Registrar by using the standard Change of Grade form.

Courses that receive an “Incomplete” grade will be counted toward the total number of credits attempted, but not earned. The course will not be calculated in the student’s term or cumulative GPA until the Incomplete grade is resolved. If the INC grade is subsequently changed to an “F,” the “F” grade will be calculated into the student’s GPA and will appear on the transcript. Incomplete grades can, therefore, affect a student’s financial aid status at the college, but will not initially affect the student’s GPA.
**Audited Courses**

A course audit is defined as the registration and participation of a student in a course for which he/she typically receives no credit or grade. However, a record of the audited course will be maintained in the student's permanent academic file. Students interested in registering to audit a course should first contact the course coordinator who must approve enrollment. Once approved, the student completes the registration process at the Office of the Registrar. Registration for audits must be completed during the normal registration period. A fee may be charged.

**Grade Point Average (GPA) and Class Rank**

A student’s official GPA is calculated at the end of each semester. Each letter grade has a numerical equivalent, or “value”: A = 4.000, B = 3.000, C = 2.000, U/C = 2.000, U = 0.

Cumulative GPA is calculated by dividing the total number of grade points earned at TouroCOM by the total number of credit hours completed, except for those with the grade of “P” in courses graded on a pass/fail basis. Example: A student receives the following grades and credits:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>CREDIT HOURS</th>
<th>GRADE VALUE</th>
<th>GRADE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>X 4.000</td>
<td>= 16.000</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>X 3.000</td>
<td>= 9.000</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>X 3.000</td>
<td>= 12.000</td>
</tr>
<tr>
<td>U/C</td>
<td>3</td>
<td>X 2.000</td>
<td>= 6.000</td>
</tr>
<tr>
<td>Totals</td>
<td>14</td>
<td>--</td>
<td>43.000</td>
</tr>
</tbody>
</table>

Class ranking is updated at the end of each semester based upon the order of cumulative GPAs within the class. A student’s most recent class rank may be requested from the Preclinical Dean office either in person or in writing.

**PROVISIONAL ACADEMIC STATUS**

**Definition of Provisional Academic Status**

Provisional Academic Status is defined as a period of time during which the student's progress will be closely monitored by the SPC and the Dean of Student Affairs. A student may be placed on Provisional Academic Status for any of the following reasons:

1. A student earns a semester or cumulative grade point average of less than 2.0.
2. A student is repeating an academic year.
3. A student receives a ‘U’ in a course of three or more credit hours or core clinical rotation.

**Terms of Provisional Academic Status**

A student on Provisional Academic Status may not serve as an officer of any official College club or organization and shall not engage in time-consuming extracurricular activities, including
employment, or other privileges denied by the preclinical Dean or the Dean of Student Affairs.

1. When a student is placed on Provisional Academic Status, it is noted in the student's academic file. Subsequently, when a student is returned to “Good Standing” (i.e., is no longer on any form of Provisional Academic Status, or on probation), this also is noted in the student's file. Provisional Academic Status is not noted on transcripts.

2. When a student is placed on Provisional Academic Status, he/she will be notified in writing by the Chair of the SPC. A copy of this letter will be placed in the student's permanent file and one will be sent to the Dean. The SPC will ascertain when the term of the Provisional Academic Status has been satisfied and will recommend to the Dean that Provisional Academic Status be rescinded.

3. A student on Provisional Academic Status may not serve as an officer of any official College club or organization, and shall not engage in time-consuming extracurricular activities, including employment.

4. A student on Provisional Academic Status will not be granted an excused absence to attend a professional meeting that overlaps with required curricular components.

5. A first- or second-year student on Provisional Academic Status should meet with his/her faculty advisor at least once a month. A third- or fourth-year student on Provisional Academic Status should contact the Clinical Dean at least once a month.

6. The student will remain on Provisional Academic Status until the following minimal acceptable standards are met:

   a. When the cumulative GPA is above 2.0 and all grades of ‘U’ are made up.

   b. When third- or fourth-year students on Provisional Academic Status with a core clinical rotation grade of ‘U’ have remediated the rotation successfully.

In some cases, and with the approval of the SPC and the Dean, a student may be allowed to repeat an academic or clinical semester(s). Upon a satisfactory completion of a repeated academic or clinical course of study, the Registrar will be notified as to the special permission granted to the student. The Registrar will remove all credits from the semester(s) for which the student is allowed to repeat. The grades, sans credit, will appear on the transcript. A student must graduate within six years. Note: Financial aid may not be available for repeated courses. Repeated courses may affect the pace of completion and therefore affect financial aid eligibility.

**ACADEMIC DISMISSAL**

For students on a full academic program, the SPC may recommend dismissal to the Dean of Student Affairs for any one of the following reasons:

1. A student receives a grade of ‘U’ in three classes or nine or more cumulative credits during a given academic year, as remediation is not permitted in this situation.
2. While on Provisional Academic Status, a student fails to achieve satisfactory progress after two semesters in the program by not earning a cumulative and semester grade point average of 2.0 or higher.

3. A student receives ‘U’ grades in two clinical rotations.

**MAXIMUM TIME FRAME (SIX YEAR RULE)**

All degree requirements must be completed within six years following matriculation. In all cases, no student admitted to TouroCOM will be allowed to pursue medical school education for more than six years at TouroCOM.

A student has six years to complete all of the requirements of the medical school, including a passing score on COMLEX-USA Levels 1 and 2 (CE and PE) exams received by the school by the end of the spring semester of the sixth year of matriculation. The six years is the maximum amount of time a student has to complete his/her medical education and is inclusive of a leave of absence for any circumstance including, but not limited to, maternity, hospitalization, catastrophic leave, or time to pass the boards. This is referred to as the Six-Year Rule.

The Six-Year Rule is a fundamental part of our academic program, and it allows the institution to ensure continued professionalism as well as be confident that a student’s mastery of subject matter has not degraded or their technical skills atrophied.

Further information on the Six-Year Rule can be found in the TouroCOM Student Handbook.

**LEAVE OF ABSENCE (LOA)**

A Leave of Absence (LOA) is a temporary suspension of a student’s program of study. LOA refers to the specific time period during a program when a student is not in attendance. A scheduled break may occur during a LOA.

**Requesting a Leave of Absence**

1. A matriculated student enrolled at Touro who chooses to suspend his/her attendance but intends to return and continue his/her study at Touro must submit a written request for LOA, which must be approved by all appropriate parties noted on the LOA request form.

2. A student may initiate a request for a LOA or to take a LOA through the appropriate professional standing committee (or the program director or dean).

3. A LOA should be requested after the student’s semester in attendance is completed (grades may or may not be posted at the point of LOA request) and before the following semester starts.

4. There must be a substantial reason (articulated in writing on a LOA form, with accompanying documentation, if appropriate) for requesting and approving a LOA. For example, a student may not request and a school may not grant a LOA merely to delay
the return of unearned Title IV funds.

5. The student shall not be assessed a fee for submitting a LOA request.

6. Before requesting LOA the student should consult with all parties listed on the Request for Leave of Absence form to understand both FA and academic implications.

7. There must be a reasonable expectation that the student will return from the LOA. The student must provide a date (semester and year) that they reasonably expect to return from the LOA.

8. Prior to granting the LOA, the Office of Financial Aid must explain to the student the effects that the student’s failure to return from a LOA may have on the student’s loan repayment terms, including the potential expiration of the student’s grace period.

9. Retroactive LOA or LOA requested before the student’s first semester at Touro will not be granted.

**Financial Aid and Leaves of Absence**

1. Dean, FA, Bursar and Registrar can approve LOA only if:
   a. LOA is requested after the student’s semester in attendance is completed and before the following semester starts, and
   b. for a duration of one semester only (not exceeding 180 days).

2. A student on an approved leave of absence will retain in-school status for reporting purposes.

3. Upon the student’s return from the approved leave, he or she continues to earn the Federal Student Aid previously awarded for the period.

4. If the student fails to return from the approved leave of absence, the student will be considered to have withdrawn from the college (for financial aid purposes only) as of the first day in which the leave of absence was granted.

**Leave of Absences beyond one semester**

1. If extenuating circumstances arise, a student may request a leave of absence mid-semester and/or beyond one semester. These circumstances include, but are not limited to, a death in the family, medical reasons, military leave and personal well-being.

2. If the student requests a leave of absence mid-semester, submission, approval and processing of LOA in the student information system should not exceed 7 business days, if the semester involves classroom setting courses, and 10 business days, if the semester involves clinical rotations, field experience, internships and other supervised practicums.

3. Any LOA requested during the semester or for a period beyond one semester will be considered as a non-reportable LOA for purposes of administering federal financial aid and it will be reported as withdrawn from the college. The student’s withdrawal date is
the date the student begins the non-reportable LOA. A Return of Title IV calculation may be necessary to determine a student’s tuition liability.

4. Exception to this rule is a student on clinical rotations (clerkships, nursing cohorts, etc.) who attended and completed at least one of the rotations scheduled for the semester, who did not start the remaining scheduled rotation(s), but due to extenuating circumstances has to suspend his/her attendance for these remaining rotations for this semester. This student will be reported as on a reportable LOA for this interrupted semester.

5. A student whose leave of absence is approved and is registered for courses at the point of approval is automatically withdrawn from all courses (no additional add/drop form is required). Tuition will be refunded only in accordance with Touro’s published refund policy.

The following sections detail some aspects of the policy related to specific types of LOA.

**Maternity Leave**

Contact the Dean of Student Affairs in order to request American Disability Act (ADA) reasonable accommodations.

**Military Leave**

Touro College of Osteopathic Medicine is committed to supporting students called to active military duty. Students called to such duty will be considered to be on military leave. Students called to active duty should notify the Dean of Student Affairs immediately and provide all of their pertinent call-up papers. Students returning to Touro from active military duty will be eligible for reinstatement as full-time Touro students once they have notified the Dean and have supplied any pertinent military papers requested by the Dean. Preclinical students with less than two-thirds of assignments/exams completed will be encouraged to restart the courses once they return. Departments, however, will have the ability to make special arrangements. Clinical students returning to Touro will be reinstated as closely as possible to the previous point of progress in the clinical experience. The point of entry and order of clinical rotations for the clinical student will be determined by the appropriate Dean and by the Chair of the department in which the student was participating in the clinical rotation. No additional tuition will be due from students for the resumption of any "incompletes" for work that they started before leaving for active military duty.

Tuition charges for students restarting classes or for subsequent academic semesters will be set at the tuition rates in effect at the time the student left on military duty. The Dean of the College will provide leadership to facilitate the reentry of students into their programs as close as possible to the point when they were called to active military duty. The Dean of Student Affairs will provide leadership to facilitate student programming to address issues of stress and personal crisis and will assist students in need of counseling because of a call-up.
Time spent on an LOA accrues toward the maximum limit of six years. Refer to Maximum Time Frame (Six Years).

**Returning from a Leave of Absence**

1. Students must contact the Office of the Registrar and submit a Petition to Return to Classes form at least 30 days prior to returning to school from a LOA. Failure to do so may result in administrative withdrawal of the student.

2. If the student chooses to return after the leave has changed into a withdrawal, the student may need to reapply to the college/university.

**Appeal process**

1. If extenuating circumstances arise and a student was unable to request a LOA during a timeframe indicated in this policy, a student may petition to the appropriate Academic Dean or Dean of Students and University Registrar to be granted a retroactive LOA.

2. These circumstances include, but are not limited to, a death in the family, medical reasons, military leave and personal well-being. Appropriate supporting documents must be provided with the petition.

**MATRICULATION MAINTENANCE**

Those students who are not on an approved LOA who are not progressing to the next academic year, including progression to third- or fourth-year Clinical Rotations, or who are fourth-year students who have not completed COMLEX-USA Level 2 requirements at the end of the fourth year shall be deemed to be “Matriculation Maintenance,” as recommended by the SPC to the Dean of Student Affairs. A “Matriculation Maintenance” student must register each semester and pay the requisite fees in order to maintain registration status. Duly registered “Matriculation Maintenance” students shall have the opportunity to access the library, avail themselves of student advisement, attend class and laboratory sessions, and participate in course reviews and board preparation activities made available to the student body as a whole. The time period elapsed during the activities of a “Matriculation Maintenance” student shall apply and be chargeable to the Six-Year Rule described on Page 67 above. This status may have financial aid implications for the student.

The Six-Year Rule is a fundamental part of our academic program, and it allows the institution to ensure continued professionalism as well as be confident that a student’s mastery of subject matter has not degraded or their technical skills atrophied.

**WITHDRAWALS**

(IMPORTANT: Also see “Policy for Withdrawing from All Classes” below, under “Tuition Refund Schedule”)

A student may officially withdraw from a class only with the approval of the Dean or designee.
Such approval is granted only for extraordinary circumstances. If approval is granted, the student receives one of the following grades: W (withdrawal), WU (withdrawal unsatisfactory), or U (unsatisfactory).

- Courses from which a student withdraws during the official add/drop period will not appear on the student's academic transcript.
- Withdrawals made between weeks 2 through 4, inclusively, of a semester carry no academic penalty, and will be entered on the transcript as a ‘W’.
- Students who withdraw from a course after week 4 of a semester will be assigned the grade of 'WU'.

Students should be aware that withdrawal from a class may result in a significant extension of the student’s professional program.

**Withdrawal from the College**

The decision to withdraw from the College is a serious matter. Any student who withdraws from the College or a program is dropped from the rolls of the College. Students contemplating withdrawal are advised to discuss this issue with their faculty advisor and/or Dean of Student Affairs or his or her designee. If a student decides to withdraw, information is available regarding transfer opportunities to other institutions as well as assistance in defining new occupational or career goals. Students considering withdrawal are subject to the policies governing withdrawal from courses. Students who withdraw from the College after the fourth week of the semester receive a grade of 'WU' for all registered courses. If a student decides at some later date to reapply to reenter the program, he/she must reapply for admission and, if accepted, the status of the returning student will be determined by the Dean.

Non-attendance, non-participation or notification to the instructor/program director does not constitute an official withdrawal. The Office of the Registrar is the only Designated Campus Official for all official withdrawals.

**Withdrawal Procedures**

A student wishing to withdraw from Touro is required to meet with the Dean of Student Affairs or designee. The student must inform the Dean, in writing, of the decision to voluntarily withdraw and voluntarily relinquish his/her position in the program. An official withdrawal form is available from the Office of the Registrar. The official withdrawal form must be completed and sent to the Registrar's Office. The withdrawal process includes clearing financial obligations to Touro and completion of a financial aid exit interview (See below Financial Aid and Withdrawal). Following completion of these withdrawal procedures, the designation 'Withdrawal' will be placed in the student’s permanent records. The designation "Unofficial Withdrawal" is placed in the permanent record of any student who withdraws from his/her program without complying with the above procedures.
FINANCIAL AID AND WITHDRAWAL

A student receiving financial aid must meet with the Financial Aid Administrator to review his/her indebtedness. Federal regulations are in effect when a Title IV recipient withdraws from school. Title IV calculations are required and a return of federal direct loan funds by the student may be applicable. In this event, the student is responsible for any tuition liability that may occur. Payment arrangements can be made by the student through TouchNet or a payment plan. Students must contact the Office of the Bursar for all payment plans.

GRADUATION REQUIREMENTS

A student will be recommended for the degree of Doctor of Osteopathic Medicine provided the candidate satisfies all of the following requirements:

1. The student has completed at least four years in an accredited osteopathic medical college or its equivalent.

2. The student has been enrolled in Touro College of Osteopathic Medicine during the final two academic years prior to graduation.

3. The student is not on Provisional Academic Status, has completed all prescribed academic requirements having remediated all ‘U’ grades on all academic courses and core rotations achieving a cumulative GPA of 2.0 or higher, has no outstanding grade that is incomplete, and has a passing grade for all core clinical rotations.

4. The student has passed Level 1 and Level 2 (both CE and PE) of the COMLEX-USA examinations of the NBOME.

5. The student has performed and behaved in a manner which is ethical, professional, and consistent with the practice of osteopathic medicine.

6. The student has complied with all of the financial requirements associated with matriculation at Touro College of Osteopathic Medicine.

7. The student attends the graduation ceremony IN PERSON, unless special permission has been granted by the Dean of Touro, which will only be granted where satisfactory evidence of medical or other emergency has been provided.

8. The student is at least 21 years of age.

Diplomas are issued upon satisfactory completion of the above requirements as determined by the Dean.

It is the student’s responsibility to schedule a graduation conference with an academic advisor during the semester before completing their certificate or degree requirements to determine whether the requirements are being met. In addition, the student has the ability to track their degree completion progress via the Degree Works tool located on the TouroOne portal, at any point during their course of study at the College.
After the graduation conference, the student must apply for graduation online by the established deadlines:

- For January Graduation - November 15th
- For June Graduation - May 1st
- For September Graduation - July 15th

To apply for graduation online, students need to click the “Apply to Graduate” button under the “Academic” tab located on the TouroOne portal and follow the prompts.

Students who complete their certificate or degree requirements in January, June, or September of a given year participate in Touro College of Osteopathic Medicine commencement exercises on date specified by program.

**Participation in these ceremonies does not necessarily mean that a student has graduated. Graduation is certified officially by the Office of the Registrar only after auditing the student’s record for completion of all certificate or degree requirements.** PLEASE NOTE: Touro College’s official degree conferral dates normally do not correspond to the dates on which commencement exercises take place.

Further information related to Graduation and Commencement day policies can be found here: https://tourocom.touro.edu/student-affairs/graduation/do-logistics/.

### DEGREE WORKS

Degree Works is a sophisticated and comprehensive academic advising, transfer articulation, and degree audit solution designed to help students in their completion process/to monitor their academic progress toward degree completion. Degree Works is a web-based tool that meets the needs of all end users, undergraduate and graduate students alike, to complete their programs in a timely fashion.

The benefits of Degree Works include:

- Helping you easily monitor your academic progress online 24/7.
- Presenting exactly what the degree/program requirements are up front with consistency and accuracy.
- Displaying the fastest and best path to graduation that exists for your degree and your interests.
- Complementing your relationship with the Advisor, by removing some administrative burdens and leaving more time for true advising and career counseling.
- If you are a transferring student, the Degree Works tool will allow you to see where your transferring credits can be applied earlier in the enrollment cycle.
- Allowing you to estimate the number of semesters it will take to graduate.
- Viewing your grades and GPA.
Degree Works can be accessed through the TouroOne portal (by using TouroOne credentials) by following these steps:

- Login to the TouroOne portal at [https://touroone.touro.edu/sso/login](https://touroone.touro.edu/sso/login)
- Go to the “Academic” tab.
- Click on the “Degree Works” button on the bottom left-side of the academic section.

If you are having difficulty accessing Degree Works, please contact Touro’s HelpDesk at help@touro.edu.

If you have any questions, or would like more information, please do not hesitate to contact your advisor or the Registrar’s Office.

**TRANSCRIPTS**

Students can order official copies of their transcripts as follows:

1. Go to [https://tcus.service-now.com/sp?id=kb_article&sys_id=a89cde251b1c7b807d11ea0dad4bcb5](https://tcus.service-now.com/sp?id=kb_article&sys_id=a89cde251b1c7b807d11ea0dad4bcb5)
2. Read the information and instructions that appear carefully
3. Click on “Request an Official Transcript”
4. Scroll down to the link that reads “Click here to order an Official Transcript online”

All official transcript requests must be cleared by the Bursar before processing. Processing of official transcripts requires seven (7) to 10 business days after receiving Bursar clearance and longer during peak periods.

**RUSH Service**

Same-day transcript request service is now available. Here’s how the RUSH system works:

- There is a limit of two official transcripts per order.
- Requests must be submitted online – please follow the steps above - no later than 12 noon on business days.
- Transcripts will be available by 3 PM on the same day.
- RUSH requests submitted after 12 noon will be processed on the next business day.
- A fee of $30.00 is added to the applicable transcript charge for RUSH orders.
- Student copies can also be requested with RUSH service.

**Viewing and Printing Your Unofficial Transcript from TouroOne:**

1. Log into your TouroOne account at [https://touroone.touro.edu/sso/login](https://touroone.touro.edu/sso/login)
2. Click on the “Academic” tab and click on “View Academic Transcript (Unofficial Transcript)” under the "My Records” portlet.
3. If you wish to print, right-click using your mouse, then select “print.”

If you do not have access to a computer and/or printer, you may log onto the website and print your report in any Touro College computer lab.
Students are expected to behave in a manner that is harmonious with and supportive of the activities and functions of an educational institution. The following types of actions are considered violations of the Touro College Code of Conduct and will result in disciplinary sanction:

1. Theft of, or damage to, College records and property, caused by intentional, negligent or irresponsible conduct;

2. Unauthorized use of any College property, including, but not limited to, its name, property, offices, premises, equipment (computer equipment, telephones, fax machines, copying equipment, laboratories and misuse of student ID cards);

3. Conduct which interferes with or obstructs any College functions, or which physically obstructs or threatens to obstruct or restrain members of the college community;

4. The physical or sexual abuse or harassment of any member of the college community (such incidents must also be reported to the Title IX coordinator);

5. Threatening or actual infliction of bodily injury, assault, emotional trauma against students, faculty or staff of the College (such incidents must also be reported to the Chief Security Officer);

6. Disorderly, disruptive or abusive conduct in the classroom or on College premises;

7. Refusal to follow the directives of College officials acting in performance of their duties;

8. Impersonating College faculty, College officials, or College staff;

9. Forging signatures or other information on registration forms, financial aid forms or any other College documents;

10. Computer abuse, including possession of unauthorized passwords, plagiarism of programs, unauthorized destruction of files, misuse of computer accounts and disruptive or annoying behavior on the College’s computer system;

11. Unauthorized sale, distribution or consumption of alcoholic beverages on College premises;

12. Distribution, purchase or possession of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or any other addictive or illegal drugs or paraphernalia on College premises;

13. Gambling in any form on College premises;

14. Possession, distribution or sale of weapons, incendiary devices, or explosives on College premises;
15. Tampering with or misusing fire-fighting equipment and/or safety equipment (such as alarm-boxes and extinguishers);

16. Participation in or furtherance of any illegal activity on Touro’s premises;

17. Offensive or derogatory written or verbal statements intended to inflict harm on members of the College community, including, without limitation, racist, ethnic, or sexist remarks or references regarding any member or group of the College community;

18. Any abusive conduct or harassment directed at an individual or group of individuals in the College community on the basis of the actual or perceived race, gender, color, national origin, ethnicity, religion, age, disability, sexual orientation, marital or parental status, or citizenship status of such person(s);

19. Refusal to identify oneself to an official or security officer of the College or to present proper identification upon entering the college premises;

20. Actions that are not harmonious with and supportive of the activities and functions of an educational institution; actions that harm the reputation of the College;

21. Aiding or abetting any conduct prohibited by this College Code;

22. Conviction of a felony crime while enrolled at the College;

23. Intentionally filing a false complaint under this College Code of Conduct;

24. Academic dishonesty and lack of academic integrity.

Individuals who violate any of the provisions of the Code of Conduct are subject to disciplinary action at the discretion of Touro College. Student organizations violating the above regulations may be penalized by having their charter revoked. Furthermore, disciplinary sanctions may also be imposed against the officers and members of student organizations at the discretion of Touro College.

ADJUDICATION OF COLLEGE CODE OF CONDUCT VIOLATIONS

[Please note that there is a separate adjudication process for academic integrity violations (#24 in the Code of Conduct) in the section below entitled “Procedures in Response to Violations of Academic Integrity”]

Any member of the College Community may notify the Dean of Students or his/her designated representatives of a Code of Conduct infraction by submitting a written statement describing the alleged infraction to the Office of the Dean of Students within ten (10) school days of the alleged violation or within ten (10) school days from the time the charging individual learned of the alleged code violation, but no later than within three (3) months of the violation.

The Dean of Students, or one of his/her designated representatives, shall inform the individual charged with the infraction, in writing, of the nature of the charges against him/her and designate a time and place for a meeting in the Office of the Dean of Students.
After meeting with the individual charged with the infraction, the Dean of Students or his/her designated representatives (individuals or committee) will conduct a preliminary investigation of the charges and determine what course of disciplinary action is appropriate. The Dean of Students and/or his/her designated representatives (individuals or committee) can:

- bring the parties together for informal mediation;
- impose any of the disciplinary sanctions listed in the section entitled “Sanctions,” except that the Dean of Students (and/or his/her representatives) cannot require payment of restitution or order expulsion;
- refer the charges to the Student Affairs Committee for a disciplinary hearing;
- dismiss the charges.

**Disciplinary Hearings**

The Dean of Students may institute disciplinary proceedings by referring a matter to the Student Affairs Committee within fourteen (14) school days of notification of the alleged infraction. Once referred to the Student Affairs Committee, a hearing must be commenced within twenty-one (21) school days unless a disciplinary hearing date is adjourned for good cause. Once a disciplinary hearing is commenced, it must be completed within ten (10) school days.

**Sanctions**

After a hearing, the Student Affairs Committee may take one or more of the following actions:

1. **Dismiss the Charges:** After reviewing all relevant information, evidence and record materials, the Student Affairs Committee may decide to dismiss the charges against the student.

2. **Impose disciplinary sanctions,** which include but are not limited to the following:
   
   (a) **Warning** – A written reprimand putting the student on notice that he/she has violated the Code of Conduct and indicating that further misconduct may result in a more severe disciplinary action. A copy of this warning will be placed in the student's file.

   (b) **Disciplinary Probation** - A student may be placed on disciplinary probation for a definite period of time. While on probation, students may not hold office in Student Government Organizations, Clubs or Societies or represent the college in any capacity. Further violations while on probationary status will result in suspension or expulsion from the college. A copy of the probation notice becomes a part of the student’s file.

   (c) **Counseling and Treatment** – A student’s continued enrollment at Touro College may be conditioned on his/her participation in counseling or treatment at outside...
counseling and treatment agencies. A student's failure to participate in such a program after being advised that his/her enrollment is conditioned on participation may result in other disciplinary sanctions.

(d) Restitution - A student may be required to pay restitution to the college or to fellow students for damages and losses resulting from his/her action.

(e) Suspension – A student may be suspended and may be barred from attending classes for a definite period, not to exceed two years. Notification of the suspension will appear on the student’s academic transcript and will remain until the end of the suspension period. A notification of the suspension will remain in the student’s file. A student may not be automatically re-enrolled at the end of his/her suspension and he/she must apply to the Student Affairs Committee for reenrollment.

(f) Expulsion – This is termination of the student’s enrolled status at the college. A student who has been expelled from the college is not permitted to complete his/her courses and may not re-register for a future semester. Notification of the expulsion will appear on the student’s academic transcript.

3. Impose Additional Sanctions – The Student Affairs Committee may impose the following sanctions in addition to those listed above:

A fine of to be paid to the college, in addition to restitution.

(b) Service to the College Community for a designated number of hours. The required service cannot interfere with the individual’s course schedule.

4. Legal Action – In addition to imposing the disciplinary sanctions outlined above, the Student Affairs Committee may recommend that students be turned over to law enforcement authorities for legal action. The final decision on referring student cases to the authorities is made by the Office of the President.

5. Other Sanctions – The Student Affairs Committee may impose other sanctions that it deems appropriate and fair.

Appeals of Disciplinary Sanctions Imposed for Code of Conduct Violations

Any disciplinary action taken by the Dean of Students or his/her representatives for a violation of the Code of Conduct may be appealed by filing a written appeal with the Student Affairs Committee within ten (10) school days. The Student Affairs Committee will set a date for a hearing within fourteen (14) school days of receipt of the student's written appeal. The Student Affairs Committee may overturn the decision of the Dean of Students only if it was clearly erroneous, arbitrary or capricious. The burden of proof is on the student to demonstrate that the
decision of the Dean of Students was clearly erroneous, arbitrary or capricious.

The Student Affairs Committee will respond to the appealing individual, in writing, within thirty (30) school days of receipt of the written appeal.

In cases in which the disciplinary sanction was initially imposed by the Student Affairs Committee, the student may file a written appeal with the Dean of Students within ten (10) school days of the committee’s decision. The Dean of Students shall appoint a Special Appeals Panel consisting of the Dean of Faculties (or his/her representative), three full-time faculty members, and a Student Affairs staffer, to hear the student’s appeal. This hearing must be scheduled within fourteen (14) school days of the receipt of the student’s written appeal. The Special Appeals Panel may overturn the decision of the Student Affairs Committee only if it determines that the committee’s action was clearly erroneous, arbitrary or capricious.

Protocols for Disciplinary Hearings

Hearings conducted by committees designated as representatives of the Dean of Students, the Student Affairs Committee, and the Special Appeals Panel will be governed by the following protocols:

a. All hearings are closed to the public.

b. A quorum of the committee membership, defined as 51% of the total membership, must be present.

c. Attorneys are not allowed to be present at any hearings.

d. Students have the right to bring witnesses on their behalf, to present any evidence they deem relevant, to make opening and closing statements and to ask questions during the proceedings.

e. The preponderance-of-evidence rule will govern the decision-making process.

f. Decision will be made by a majority of participating members.

g. The committee deliberations will be in camera.

TOURO COLLEGE AND UNIVERSITY SYSTEM ACADEMIC INTEGRITY POLICY

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

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

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

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

The International Center for Academic Integrity (ICAI), of which the Touro College and University System is a member, identifies five fundamental values of academic integrity that must be present if the academic life of an institution is to flourish: Honesty, Trust, Fairness, Respect, and Responsibility. To sustain these values, the TCUS Academic Integrity Policy,¹ requires that a student or researcher:

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

Adherence to these principles is necessary to ensure that:

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

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

¹ This policy is modeled after that of Rutgers University.
The Touro College and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity, and for establishing fair procedures to deal with allegations of violations of academic integrity.

**VIOLATIONS OF ACADEMIC INTEGRITY**

The following are considered to be violations of academic integrity and are prohibited by the Touro College and University System. Students, faculty, and other members of the Touro College and University System community who commit one of the offenses listed below, or similar such offenses, or those who assist in the commission of such offenses, may be subject to sanctions (i.e. classed as A, B, or C, as described below in the section “Procedures in Response to Violations of Academic Integrity”).

**PLAGIARISM**

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

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

**INTENTIONAL PLAGIARISM**

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

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

If students are unsure as to whether a fact or idea is common knowledge, they should consult their instructor or librarian, or else provide appropriate citations.

**UNINTENTIONAL PLAGIARISM**

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

- For exact words, use quotation marks or a block indentation, with the citation.
- For a summary or paraphrase, indicate exactly where the source begins and exactly where it ends.

In its policies and disciplinary procedures, the Touro College and University System will seek to recognize and differentiate between intentional plagiarism, as defined above, and failure to cite sources properly (unintentional plagiarism). While both forms are violations of the Academic Integrity Policy, a student’s first instance of unintentional plagiarism may only be penalized with a Class C sanction (see sanctions below).

**CHEATING ON EXAMINATIONS AND OTHER CLASS/FIELDWORK ASSIGNMENTS**

Cheating is defined as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructor is also considered cheating.

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using materials or devices not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for “take home” examinations, such as unauthorized use of library sources, intranet or Internet sources, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for a student on any form of test or examination;
- Working on any form of test or examination beyond the allotted time;
- Hiding, stealing or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination without the express written consent of the instructor;
- Copying from another individual’s examination or providing information to another student during an examination;
• Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.

Examples of unauthorized assistance include:

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

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

RESEARCH MISCONDUCT AND OTHER UNETHICAL CONDUCT

The integrity of the scientific enterprise requires adherence to the highest ethical standards in the conduct of research and research training. Therefore, students and other trainees conducting research are bound by the same ethical guidelines that apply to faculty investigators, based on the Public Health Service regulations dated May 17, 2005.

Research misconduct is defined in the USPHS Policy as “fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.”

These terms are defined as follows:

a. fabrication - making up data or results and recording or reporting them;

b. falsification - manipulating research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record;

c. plagiarism - the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit. Research misconduct does not include honest error or honest differences of opinion.

MISLEADING OR FRAUDULENT BEHAVIOR

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

Examples include, but are not limited to:

• Reporting false information to gain an advantage;

• Omitting information or data resulting in misrepresenting or distorting findings or conclusions;

• Providing false information to explain lateness or to be excused from an assignment, class or clerkship function;
• Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
• Providing false information about oneself, such as on an application or as part of some competition;
• Taking credit for accomplishments achieved by another;
• Omitting relevant information about oneself.

**TAMPERING**

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

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

**COPYRIGHT VIOLATIONS**

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

The “fair use doctrine” regarding use of copyrighted materials can be found at the following link: [https://www.law.cornell.edu/uscode/text/17/107](https://www.law.cornell.edu/uscode/text/17/107)

**SANCTIONS**

The following sanctions may be imposed for violation of this Policy. Sanctions of one class may be accompanied by sanctions of a lesser or greater class. Except in the case of a student’s expulsion or dismissal, any student found to have violated this Policy is required to take
additional ethics tutorials intended to assist student to avoid future misconduct.

Class A Sanctions:

- Expulsion/dismissal
- Revocation of awarded degree in the event that the violation is identified after graduation

Class B Sanctions:

- Suspension (up to twenty-four months)
- Indication of the violation in a letter of reprimand, in reference letters, licensure and regulatory forms, etc.
- Notification of the violation to the other schools within the Touro College and University System
- Indication of ‘disciplinary action for academic integrity violation’ on the permanent transcript

Class C Sanctions:

- Placement on Academic Probation
- Failure in the course, with consequences as determined by the individual program’s rules and regulations
- Reduction of the grade for a particular submitted piece of work, segment of work required for a course/clerkship, or the entire course/clerkship with or without the option of redoing the work or the course/clerkship
- Requiring the student to redo the assignment

Repeat offenders may be subject to more stringent sanctions.

PROCEDURES IN RESPONSE TO VIOLATIONS OF ACADEMIC INTEGRITY

This Touro College and University System Academic Integrity Policy applies to all Touro students. Any act in violation of this Policy or any allegation of misconduct related to this Policy involving a student must be reported and addressed in accordance with the adjudication procedures outlined below or those of the student’s school, which may not be less stringent than the requirements and standards set forth in this Policy Statement.

The Dean of each school shall designate a member of the administration as Chief Academic Integrity Officer (herein referred to as the “CAI Officer”) to oversee the adjudication of violations and to maintain appropriate documentation. The CAI Officer must be an assistant dean or higher, or another appropriate responsible individual approved by the Provost or Vice President. The Provost shall designate a Dean responsible for hearing formal resolution appeals (herein referred to as the “Appeals Dean”). The CAI Officer and the Appeals Dean cannot be the same individual.
REPORTING A CASE OF SUSPECTED PLAGIARISM OR CHEATING

Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the Chair of the relevant department. The Chair will consult with the faculty member, and if a violation is identified the faculty member will inform the student. The Chair will also report all violations in writing (using the Academic Integrity Violation Reporting Form) to the CAI Officer. No permanent grade may be entered onto the student’s record for the course in question before the issue is resolved.

If an instructor strongly suspects cheating during an exam, the instructor should stop the student’s exam and collect all evidence of cheating. The incident should be immediately reported to the Chair, who will investigate and report in writing to the CAI officer.

RESOLUTION OF ACADEMIC INTEGRITY VIOLATIONS

Incidents of academic integrity violations are reported to the department Chairperson, and a report by the Chair is submitted to the CAI Officer. The method of resolution of the violation may be either informal or formal. Students who are found to have violated the Touro College and University System’s Standards of Academic Integrity are subject to the sanctions listed above.

Should a student action be of such a serious nature that it is felt that he/she may be considered a danger in a clinical setting, the CAI Officer or the department Chair may remove such a student from a clinical assignment, not to exceed fourteen (14) days pending the outcome of a formal resolution. A student shall not be removed from a didactic course while an allegation of an academic integrity violation is ongoing.

INFORMAL RESOLUTION

After consulting with the department Chair (as per “Reporting a Case of Suspected Plagiarism or Cheating”), the faculty member may attempt to resolve the issue informally with the student. Once an informal resolution is agreed to between the faculty member and the student, the faculty member must present such resolution and the sanctions imposed to the department Chair for approval. The faculty member, in consultation with the department Chair, may impose any range of Class C sanctions, but must include requiring the student to take additional ethics tutorials intended to assist that student avoid future misconduct. Once accepted by the student, the informal resolution is binding on both the student and faculty member, and cannot be appealed by the student.

The outcome of the informal resolution should be reported in writing by the department Chair to the CAI Officer, who will maintain the record for the duration of the student’s academic career.

The informal resolution process is not available to individuals who have been previously reported.

FORMAL RESOLUTION

In the event that (1) the student denies the charge, (2) the student and faculty member do not agree to informal resolution, (3) the student has been accused and found guilty before, or (4) for
any other reason for which informal resolution is not appropriate as determined by the department Chair or the CAI Officer, then the matter shall be submitted for formal resolution.

The Touro College and University System has developed the following formal method of resolution to deal with academic integrity allegations and complaints.

To institute formal resolution, the following procedures shall be followed:

- The Chief Academic Integrity Officer receives a written statement from the instructor or any other complainant, as the case may be.
- The written statement must include the name of the involved student, the name and status of the reporting person, and the nature of the alleged act.
- The CAI Officer shall arrange a hearing which, generally speaking, should take place no earlier than five (5) calendar days and no later than twenty (20) calendar days after receipt of the complaint.
- The hearing shall take place before the Standing Committee on Academic Integrity of the School.
- All persons involved in a hearing shall be given adequate notice of all hearing dates, times and places. Such notice, which will be sent both by e-mail and mail, will be given at least two business days prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made by the interested parties or the administration. The student may be granted a postponement if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a three-month period.
- The reported student and the person who reported the student will be afforded the following opportunities:
  - To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
  - To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are closed to the public.
- The Committee may hear the student, the faculty member, and any other individual who may be knowledgeable or may have information to share with the Committee regarding the suspected offense. Each person will meet with the Committee on an individual basis.
- The Committee may consider relevant written reports, discussions with involved parties, examinations, papers, or other related documents.
- The Committee must be comprised of a minimum of three people, who must be present
either in person or via video-conference.

• All decisions shall be made by majority vote.

• The student has the right to appear in person before the Committee in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student’s absence.

• The hearing is academic in nature and non-adversarial. Student representation by an attorney or other counsel is not permitted.

• Audio recordings of the Hearing are not permitted.

• The chair of the committee shall prepare an executive summary that includes a written record of the charges that were reviewed, evidence that was considered, the decision that was made, and any instructions for follow-up.

• All information supporting the charges made against a student shall be presented first. Following this presentation, the student who has been accused of a violation will present his/her side of this issue, submitting to the Committee information that he/she chooses to submit to support the student’s stance or position. The CAI Officer, his or her designee, or other members of the Administration may also meaningfully participate in this information exchange. Pursuant to the Touro College and University System Code of Conduct, the student is expected not to obstruct the investigation or proceedings.

• The student, his/her accuser, the Committee, and/or Touro College and University System’s representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

• The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting will generally be held within one school day following the hearing.

• If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two school days, and reconvene the hearing within five school days of the conclusion of the original hearing. The Committee's final decision must then be made.

• The Committee may impose a range of Class A, B, or C sanctions.

• The Committee’s decision must be based solely on the evidence presented at the hearing and will be the final disposition of the issues involved, including sanctions. The decision of the Committee will be presented in writing to the CAI Officer, the student, and the department Chair. The Committee’s letter will contain the following elements: Charge; Hearing Date; Findings; List of Sanctions; and the Right to Appeal and to whom.
APPEAL PROCESS

• Following a Formal Resolution Hearing and notification of the Committee decision, a student may appeal the decision. An appeal may only be granted on the basis of: 1) evidence of bias of one or more of the members of the Committee; 2) new material documenting information that was not available at the time of the decision; 3) procedural error.

• The student has three (3) business days within which to submit a formal written appeal of the decision to the Appeals Dean for the School. The appeal should be accompanied by the Hearing Committee’s letter and by a narrative explaining the basis for the appeal. The narrative should fully explain the student’s situation and substantiate the reason(s) for advocating a reversal or modification of the decision by the Committee.

• The Appeals Dean may request to meet with the student.

• After consideration of the Appeal, the Appeals Dean may accept, reject or modify the Committee’s decision, and will notify the student in writing of the decision.

• The Appeals Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision to the Chief Academic Officer.

A copy of the Appeals Dean’s final decision will be transmitted to the CAI Officer and the department Chair.

A student has three (3) business days from receipt of written notification to submit a formal written appeal of the decision to the respective Chief Academic Officer (CAO) (e.g., the Provost or Senior Provost) or his/her designee.

The CAO may grant an appeal only on the basis of one of the following:

• Evidence of bias of one or more of the members of the Committee or of the Appeals Dean.

• New material documenting information that was not available to the Committee or the Appeals Dean at the time of the initial decision.

• Procedural error.

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

Status of Student Pending Action

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

**RECORDKEEPING**

The CAI Officer of each school will maintain records of all violations and resolutions, both informal and formal. On an annual basis, the CAI Officer will submit data on academic integrity violations to the TCUS Academic Integrity Council.

Such records shall be kept in accordance with the Record Retention Policy as it relates to student records.

A student may see his/her file in accordance with Touro College and University System regulations concerning inspection of records as spelled out in Guidelines for Access to and Disclosure of Educational Records Maintained by the Touro College and University System.

The complete Touro College and University System Academic Integrity Policy can be found online at [www.touro.edu/students/policies/academic-integrity/](http://www.touro.edu/students/policies/academic-integrity/).

**ALTERNATIVE DISPUTE RESOLUTION**

Touro College’s Alternative Dispute Resolution (“ADR”) policy was created with the intention of providing a program for the quick, fair and accessible resolution of Disputes (see definition below) between Touro College, and Touro College’s current and former students (as well as applicants) related to or arising out of a current, former or potential academic relationship with Touro College. The policy is intended to provide an exclusive mechanism for the final and binding resolution of all Disputes that cannot otherwise be resolved internally through the academic and disciplinary methods described elsewhere in this Catalog.

A student’s acceptance, registration, enrollment, matriculation and/or petition for graduation and matriculation at Touro College acts as his or her consideration and consent to these terms. Students agree that he or she will pay for their own fees and expenses related to or arising out of the ADR.

All Disputes (as defined below) between Touro College, on the one hand, and any current or former student or applicant on the other, which cannot be resolved internally, shall be submitted to non-binding mediation with a neutral mediator affiliated with an established and reputable organization engaged in alternative dispute resolution (“ADR Organization”). The parties shall select the mediator jointly, or if they cannot agree, the ADR Organization will provide a list of mediators from which one shall be selected pursuant to the ADR Organization’s rules or other procedure mutually agreed upon. If upon completion of mediation all or any part of the Dispute is still unresolved, the remaining Dispute shall be submitted to final and binding arbitration as set forth below.

In accordance with the Federal Arbitration Act and to the extent not inconsistent with the
primacy of federal law, all Disputes remaining after completion of the mediation shall be exclusively conducted and heard by an ADR Organization, designated by Touro in its sole and absolute discretion, before a single arbitrator who shall be an attorney. "Dispute" means all legal and equitable claims, demands, and controversies, of whatever nature or kind, whether in contract, tort, under statute or regulation, or some other law or theory; the application, potential enrollment, enrollment, matriculation, continued enrollment and matriculation, and graduation (or denial thereof), suspension, dismissal, expulsion, separation or any other academic, disciplinary or other action or termination of such student by Touro College; any other matter related to or concerning the relationship between the student and Touro College including, by way of example and without limitation, allegations of: discrimination or harassment based on race, religion, national origin, age, veteran status or disability, sex, gender, sexual orientation, retaliation, defamation, infliction of emotional distress, violation of The Americans With Disabilities Act of 1990, Sections 1981 through 1988 of Title 42 of the United States Code, The Immigration Reform and Control Act of 1986, New York State Human Rights Law, New York City Human Rights Law, or any other federal, state or local civil, Family Educational Rights and Privacy Act of 1974 (FERPA), Campus Sex Crimes Prevention Act, Title VI or Title IX of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, as amended, as well as any other law related to students, not-for-profits and higher educational institutions. Disputes do not include collections actions of tuition or other fees payable by the student and owed to Touro College.

ADR Procedures

To initiate ADR, the Touro College student or applicant must send a written demand for ADR to the Office of Institutional Compliance (“OIC”). The demand shall set forth a statement of the facts relating to the Dispute, including any alleged act(s) or omission(s) at issue; the names of all person(s) involved in the Dispute; the amount in controversy, if any; and the remedy sought. The demand must be received by the OIC within the time period prescribed by the earlier of Touro College policy or the statute of limitations applicable to the claims(s) alleged in the demand. If a student or applicant fails to file a request for ADR with Touro College and the ADR Organization within the required time frame, the Dispute will be conclusively resolved against the student or applicant without any right to appeal same.

Within thirty (30) days of receiving such demand, or as soon as possible thereafter, if Touro and the student/applicant are unable to resolve the Dispute informally, Touro College shall file the ADR demand with the appropriate office of the ADR Organization. The parties then shall engage in mediation, and to the extent any Dispute remains thereafter; the Dispute will be referred to final and binding arbitration.

The arbitration of any claims by a student or applicant as part of a Dispute shall be limited to his or her individual claims. The student or applicant shall not assert, prosecute, or obtain relief on, and expressly waives, any and all class, collective or representative claims which purport to seek relief on behalf of other persons. Any judgment upon the award rendered by the arbitrator shall
be final and non-appealable, and may be entered in any court of competent jurisdiction.

If any provision of this ADR policy is determined by any arbitrator or court of competent jurisdiction to be invalid or unenforceable, said provision shall be modified to the minimum extent necessary to render it valid and enforceable, or if modification is not possible, the provision shall be severed from the policy, and the remaining provisions shall remain in full force and effect, and shall be liberally construed so as to effectuate the purpose and intent of the policy. This policy prohibits a student or applicant from filing or prosecuting any Dispute through a civil action in court before a judge or jury involving any Dispute.

**FAILURE TO EDUCATE AND LIABILITY DISCLAIMER**

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 it will provide students with the tools needed to accomplish their academic goals.

Touro College’s liability (as well as that of its faculty and staff, and including liability for action by, through or on its behalf by third parties) 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.

**TOURO POLICY ON BIAS RELATED CRIMES**

Touro is committed to safeguarding the rights of its students, faculty, and staff, and to providing an environment free of bias and prejudice. Under New York law, criminal activity motivated by bias and hatred toward another person or group based upon a belief or perception concerning race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation is illegal and punishable not only for the underlying crime, but, additionally, as a hate crime pursuant to the New York Penal Law# 485, et, seq. specifically Law # 485.05.

In the tables that list hate crimes, Touro is required to apply federal regulations for the “counting” of hate crimes, which is different from the New York state law as outlined below. The crimes listed can be considered hate crimes under certain conditions:

- Assault (1st, 2nd and 3rd Degree)
- Aggravated Assault on a Person Less than 11 Years Old
- Menacing (1st, 2nd and 3rd Degree)
- Reckless Endangerment (1st and 2nd Degree)
- Manslaughter (2nd Degree)
In addition, any attempt or conspiracy to commit any of these crimes is also punishable as a hate crime. A person convicted of a hate crime will be subject to certain sentencing guidelines for felonies that impose a more severe penalty than similar but non-hate crime offense.

A hate-crime conviction may also subject the offender to monetary penalties pursuant to the law of their state. Any incident or attempt to commit a hate crime should be reported to the Campus Security Director, Lydia Perez, at 500 7th Avenue, 4th Floor, New York, NY 10018; office number (646) 565-6134; or by calling 1-88-Touro-911 (1-888-687-6911); or your Campus Security Department in your state.

Reported incidents of hate crimes and attempts to commit hate crimes will be referred to the NYPD and/or other law enforcement agencies for further investigation and legal action. Touro treats all hate crimes as serious offenses that need to be prosecuted with the full force of the legal system.

POLICY ON SEXUAL OFFENSES, BIAS, HARASSMENT, AND DISCRIMINATION

This policy applies to all members of the Touro College (“Touro”) community, including students, faculty, and administrators as well as third parties (i.e. vendors, and invitees).

TITLE IX

Touro College promotes an environment in which the dignity and worth of all members of the
community are respected. It is the policy of Touro that sexual intimidation, discrimination, or harassment of any kind in regard to a person's sex is unacceptable behavior and will not be tolerated. Information and/or training regarding this policy is available online to students, faculty, and staff.

Title IX, and its implementing regulations, prohibit discrimination based on sex, including sexual harassment. The prohibition against discrimination extends to employment and third-parties. Sexual harassment is unwelcome conduct of a sexual nature and can include sexual advances, request for sexual favors, and other verbal, non-verbal, or physical conduct. Environmental harassment (sometimes referred to as hostile environment) is sexually harassing conduct that is sufficiently severe, persistent or pervasive to limit an individual’s ability to participate in or receive benefits, services, or opportunities at Touro. This can include persistent comments or jokes about an individual’s, sex; verbal behavior, including insults, remarks, epithets, or derogatory statements; nonverbal behavior, including graffiti, inappropriate physical advances short of physical violence such as repeated and unwanted touching; and assault, including physical violence or the threat of physical violence.

New York law also defines these acts as crimes if any of them are engaged in with a person who is incapable of consent either because of the person's age or because the person is mentally defective, mentally incapacitated, or physically helpless. Therefore, sexual abuse, sodomy, and rape are sex crimes, and violators will be prosecuted in accordance with New York Penal Law.

Retaliation against any individual who makes a complaint will not be tolerated.

To officially file charges for an act of sexual assault or rape, please contact The Office of The Dean of Students. If the alleged perpetrator is a student, you can initiate disciplinary action against this individual. All incidents must be reported within six (6) months of their occurrence.

If the alleged perpetrator is a faculty member of the college, the Office of the Dean of Students will refer the charges to the Dean of Faculties. Allegations against non-teaching employees of the college will be referred to the Director of Personnel. In all such instances, student victims will be guided and assisted by a staff member of the Office of the Dean of Students.

All divisions of Touro seek to foster a collegial atmosphere in which 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. Compliance with Touro’s policies and procedures is a necessary step in achieving a safe environment in our educational community. The policies set forth were developed to promote a safe educational environment in compliance with the Violence Against Women Act (VAWA) and a high-quality campus life.

Those believing that they have been harassed or discriminated against on the basis of their sex, including sexual harassment, should contact the Title IX coordinator immediately. 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.

This policy applies to all members of Touro, including students, faculty, and administrators, as well as third parties (including, but not limited to, vendors, invitees, etc.). Information and/or training regarding this policy is available to students, faculty, and staff. In addition, information about this policy will be available on Touro’s website.

**TITLE IX COORDINATOR**

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

Complaints may be filed by contacting the Title IX Coordinator:

Matthew Lieberman  
Title IX Coordinator  
Touro College  
500 7th Avenue, 4th floor  
New York, NY 10018  
646-565-6000, ext. 55667  
matthew.lieberman@touro.edu

or alternatively, the Chief Compliance officer at compliance@touro.edu and 646-565-6000 x55330.

**For Further Information**

Additional information about this policy will be available on Touro’s website. Students may contact the Office for Civil Rights of the U.S. Department of Education for inquiries concerning the application of Title IX as well as the implementation of its regulations. The Office for Civil Rights can be contacted using the following information:

U.S. Department of Education  
Office for Civil Rights  
32 Old Slip, 26th Floor  
New York, New York 10005  
Phone (646) 428-3800  
Fax (646) 428-3843  
email: OCR.NewYork@ed.gov

Students are also urged to read the Annual Security and Fire Report at: https://www.touro.edu/departments/campus-security-department/clery-reports/
STUDENT COMPLAINTS

Touro College is committed to safeguarding the interests of all students. Students are entitled to be treated with fairness and respect in accordance with the College’s policies and procedures. The College does not condone unfair treatment of students by administration, faculty and/or staff. Students who believe that they have been aggrieved by the College, and that such occurrence is not governed by another complaint mechanism, may seek redress through the complaint procedure outlined below. No adverse action will be taken against any person who files a complaint because of the filing of such complaint.

This student complaint procedure is available to any Touro College student who seeks to resolve a legitimate grievance directly affecting that student, provided that such circumstance is not governed by another complaint mechanism (see Exception to Policy below). The procedure only applies to complaints that are the result of actions by another member of the College community while acting in an official capacity (e.g. faculty member, administrator, or staff) in contravention of the written policies of the College or the school in which the student is enrolled.

If any student believes that his or her rights have been violated or infringed upon, or that Touro’s policies and procedures have not been followed, that student may file a formal complaint with the Dean of the school or division in which he/she is enrolled. When a complaint concerns an administrative function of the College, including, but not limited to, tuition refund and student financial assistance, a student may file a formal complaint with the College-wide director or supervisor of the administrative unit in question, or their designee. Prior to filing the formal complaint, the student should attempt to remedy the situation via an informal mediation (described in Phase One below). If the informal mediation is unsuccessful, or if the student is uncomfortable attempting an informal resolution, then a formal complaint may be filed. The complaint should state, with particularity: the person(s) involved, the nature of the claim, the date, witnesses (if any), documents (if any), and the circumstances under which the alleged claim may have been committed.

Limitation Period

Claims under this policy may only be brought within sixty (60) calendar days of the alleged misconduct.

Exception to Policy

This Policy is not applicable to situations that are governed by other policies. For example, complaints of sexual harassment are governed by Title IX; the College currently has a robust policy and procedure for dealing with such allegations. Therefore, all such incidents are considered under that anti-harassment policy/process. Other examples of exceptions to the Grievance Policy include, but are not limited to, race discrimination, Code of Conduct violations, and ADA Reasonable Accommodations requests and complaints.
Additionally, this Policy is separate and distinct from the Touro College or program-specific grade appeals polices. Therefore, this Policy may not be used for appealing grades, dismissals, or academic decisions by any Touro College programs. Such appeals are governed by the Student Handbook or Catalog for the program in which the student is enrolled.

**Commission on Osteopathic College Accreditation (COCA) Compliance**

The Commission on Osteopathic College Accreditation publishes standards for all colleges or schools of osteopathic medicine. These standards may be found at [www.osteopathic.org](http://www.osteopathic.org). Students are hereby informed that they may submit complaints concerning accreditation standards to the Commission on Osteopathic College Accreditation, 142 East Ontario Street, Chicago, IL 60611, (800) 621-1773, predoc@osteopathic.org.

**TOURO COLLEGE CAMPUS SECURITY POLICIES**

Safety and security are concerns commonly shared by the students, faculty and staff employees of Touro College. The College is committed to keeping its campus locations, centers and sites secure.

**Access to the Campus**

Students must show a valid identification card to enter Touro College Facilities. Visitors must receive a temporary pass from guards on duty to enter Touro facilities.

**Security Services**

Touro College has contracted with professional security guard services to maintain and monitor security at its campuses and sites. Selected locations have armed Security Officers. Security Personnel are carefully screened before being assigned to Touro College, and supervised to ensure quality assurance. Security staff are supervised by means of their agency supervisor, and as well as the Campus Security Director.

Security personnel respond to emergency calls for service, enforce regulations, and assist in security building inspections and fire prevention. Electronic means, such as closed-circuit television, are also used to monitor activities at many College centers.

The Security Officers may detain individuals who engage in illegal and criminal actions until New York City Police Officers arrive and/or your local Law Enforcement agency arrives. They are empowered to enforce Touro’s regulations, to investigate incidents, and to apprehend those who violate Touro regulations or commit crimes on campus. Criminal violators that are apprehended are turned over to the police. Our Security Officers are not Peace Officers or Police Officers and have no power of arrest.

Our Security Director meets regularly with Police Commanders to help ensure the safest environment for our campus community.
Reporting Criminal Incidents & Other Emergencies

All students, employees, and guests should promptly report criminal incidents, accidents, and other emergencies to the Department of Campus Security by dialing 1-88-Touro911 (1-888-687-6911). This service allows you to speak to a live operator, twenty-four hours a day, seven days a week, to report any incidents or occurrences. The service refers all calls to the appropriate agencies (i.e. fire, police, etc.) for assistance, as well as to the appropriate College authorities. Additionally, you may report any incidents to any Security Officer at your site, the Campus Security Director, and/or Operations. If you are located in a Student Residence Hall you can also report any incident to your Resident Director, Assistant Resident Director, or R/A at your facility. The Campus Security Administrative office is located at 500 Seventh Avenue, 4th Floor, and can be reached at (646) 565-6134 or via email at security@touro.edu.

If assistance is required in completing or reporting an incident/occurrence to local Law Enforcement agencies we at Touro Campus Security will be glad to render any assistance needed.

Annual statistics on the incidence of crime at Touro College campuses and sites are published in the Touro College Campus Security Handbook.

Students are urged to read the Annual Security and Fire Report at https://www.touro.edu/departments/campus-security/clery-reports/2018ASR.pdf

POLICY ON DRUGS & CONTROLLED SUBSTANCES

The United States Department of Education has issued regulations implementing the provisions of The Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). In compliance with Federal law and New York State law, this policy includes information to ensure that all members of the Touro Community are aware of the dangers of substance abuse and to outline the sanctions for violating this policy.

Students, faculty, and staff who distribute or use illegal drugs or illicitly use drugs which would otherwise be legal, including alcohol, while on Touro campuses, locations and facilities, or as part of any Touro activities, are violating Federal laws, New York State laws, and the policies and procedures of Touro. Violations of federal and state laws may lead to prosecution and criminal sanctions, including, but not limited to, fines and/or imprisonment.

Touro is committed to educating and informing students, faculty and staff about the dangers and effects of substance abuse. Touro recognizes that drug addiction and alcoholism are illnesses that may not be easily resolved and may require professional assistance and treatment.

Touro may provide confidential counseling and referral services to students, faculty, and staff with drug and/or alcohol problems. These services are available through the Office of the Dean of Students, the Vice President of the Division of Graduate Studies, and/or Human Resources. All inquiries and requests for assistance will be handled with confidentiality.
Touro College also has a Biennial Review that is used to document the progress made by Touro and also provide insight into how Touro’s Alcohol and Drug policy and programs could be improved.

Touro seeks to safeguard the health and well-being of all members of Touro students, faculty, and staff. All members of Touro are accountable to know the law and to understand the policies and procedures of Touro.

In order to better educate students, faculty, and staff, Touro wishes to provide all members of Touro with an education of the effects of substance abuse. The mind-altering substances to be discussed here are: marijuana, cocaine, heroin (and their derivatives); amphetamines (uppers); barbiturates (downers); hallucinogens; and alcohol. Many individuals take such drugs to escape from their problems; but doing so only creates more problems.


**STUDENT RESPONSIBILITIES AND RIGHTS**

**CAMPUS CITIZENSHIP**

Students of Touro College are expected to be considerate of all individuals at the College – fellow students, faculty, staff and administrators – and to help maintain a harmonious and supportive environment conducive to learning and the furtherance of academic pursuits. While specific regulations are listed on the following pages, it is expected that all members of the college community demonstrate respect for their colleagues, sensitivity to their needs, and tolerance for their ideas and views. Please cooperate with college officials by observing the rules and regulations of the college, and by exercising respect for college values and property.

**STANDARDS OF CLASSROOM BEHAVIOR**

The faculty has primary responsibility for managing the classroom. Students who create a disruption in the classroom may be directed by the instructor to leave the class for the remainder of the class period. Behaviors defined as disruptive include persistently speaking without being recognized, using a cell phone in the class, eating in the classroom, interfering with the class by entering and leaving the room without authorization, carrying on private conversations, and refusing to follow the directions of the course instructor.

To ensure a clean and healthy environment for all students at the college, eating drinking and smoking are not permitted in any classroom, laboratory, or auditorium.

Students are strictly forbidden to bring pets or other animals into any facilities of the college, unless they have obtained specific authorization in advance from the dean of their division/school.

ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY

In the interests of learning and research, and to support its academic, research, and administrative functions, Touro provides students, faculty, staff, and guests (hereafter referred to as “the Touro Community”) with access to computer and network resources. Touro seeks to promote and facilitate the proper use of information technology (IT). However, while the tradition of academic freedom will be respected fully, so, too, will the requirement of responsible and legal use of the technologies and IT facilities that are made available to the Touro Community. This Acceptable Use Policy is intended to provide a framework for the use of Touro’s IT resources and should be interpreted to have the widest application. This Acceptable Use Policy addresses the entire Touro Community. Institutional technology resources, facilities, and/or equipment include all technology-based resources, facilities, and/or equipment that are owned and/or operated by Touro as part of its mission. The basic rules for use of the institutional technology resources, facilities, and/or equipment are to act responsibly, to abide by Touro’s policies as specified in the Touro Handbooks, and to respect the rights and privileges of other users. Each user of Touro technology resources is responsible for adhering to all legal and ethical requirements in accordance with the policies of Touro and applicable law. Touro technology resources, facilities, and/or equipment may only be used by current members of the Touro Community (hereafter referred to as “users”) unless otherwise authorized by the Dean of Faculties, Dean of Students, the Senior Vice President for Administration, or the Senior Vice President and Chief Financial Officer, or their designated alternates. Users may not allow other person(s) to utilize Touro’s technology resources, facilities, and/or equipment. All users of Touro technology resource users must sign, upon commencement of their relationship with Touro, or at another appropriate time, the Acceptable Use Policy (AUP), and submit the signed AUP form to the Chief Information Security Officer (CISO). A copy of the form is also available online. In submitting the AUP Acknowledgement Form, each individual will be certifying that he/she has read and will comply with the AUP. This policy contains elements that intersect with other policies at Touro. Should there be questions as to which policy applies; requests for clarifications should be addressed, in writing, to the CISO at CISO@touro.edu.

Touro-provided email is considered the primary official communication mechanism recognized by Touro for communication with the Touro Community.

INTERNET SERVICES AND USER-GENERATED CONTENT POLICY

Touro recognizes that emerging Internet-based services offer both potential organizational opportunity and risk and, therefore, requires use of these services in ways that improve the commitment to our community of students, faculty, and staff. These Internet services encompass a broad spectrum of online activity. For the purposes of this document, “Internet-based services” is defined as those that allow for user-generated content. These would include, but would not be limited to: “wikis,” “blogs” (for which you write entries or comments); “live”-blogging tools such as “Twitter”; social networks such as “Facebook” and “MySpace”;
professional networks such as “LinkedIn”; streaming media such as “YouTube”; discussion forums such as “listservs”; instant messaging; and social bookmarking tools such as “Digg.” Internet-based services extend to services that are not owned, operated, or controlled by Touro, as well as those that we do control, such as our websites and our Web portal and any networking sites paid to host a presence on Touro’s behalf. As an educational institution, we recognize that these Internet-based services can support your academic and professional endeavors, but we are also aware that, if not used properly, they can be damaging. In both professional and institutional roles, students, faculty, and staff should follow the same behavioral standards online as they should offline, and are responsible for anything that they post to a social media site regardless of whether the site is private (such as a portal open to the Touro community only) or public. The same laws, professional expectations, and guidelines for interacting with students, parents, alumni, donors, media, and other college agents apply online as apply offline. Recognizing the benefits and risks associated with using these services, we have developed a policy to provide guidance to students, faculty and staff of Touro. This policy does not replace other policies or guidelines of Touro; it is in addition to specific policies such as the Information Security Policy, Code of Conduct, or the Acceptable Use Policy. This policy will be reviewed periodically and will be updated, as necessary. You are responsible for keeping current on any changes to this or any other Touro policy and acting accordingly.

ANTI-HAZING REGULATIONS

No student or group of students shall encourage or participate in any form of hazing. Hazing is defined as action taken or situations created to produce excessive mental or physical discomfort, embarrassment, harassment or ridicule. This covers coercive activities and mentally degrading games.

NO-SMOKING POLICY

Touro College recognizes the health, safety and benefits of smoke-free air and the special responsibility that it has to maintain an optimally healthy and safe environment for its faculty, students, employees and guests. Touro is committed to the promotion of good health, wellness and the prevention of disease and to comply with New York state law regarding smoking indoors. Out of respect and loyalty to the college and its mission, smoking (including electronic cigarettes) is not permitted inside any campus building, any of our healthcare facilities where patient care is delivered or inside College vehicles. Violators are subject to disciplinary action. In addition, smoking materials shall not be sold or in any way distributed under the auspices of Touro College.
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 of the Registrar, which can also provide complete information concerning this policy.

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 Office of the Registrar written requests that identify the record(s) they wish to inspect. The Office of the Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.

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 to the Office of the Registrar, 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:

- Name
- Address
- E-mail address
- Telephone listing
- Date and place of birth
- Photograph
- Major field of study
- Dates of enrollment
- Enrollment status
- Classification (freshman, etc.)
- Honors and awards
- Degrees and dates of conferral
- Most recent prior educational agency or institution attended

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 NON-DISCLOSURE OF DIRECTORY INFORMATION**

Enrolled students may refuse to permit disclosure of Directory Information. To do so, they must submit a completed “Authorization for Non-Disclosure of Directory Information” form to the Registrar before the last day to add classes in a semester. This request is valid only for the academic year in which it is made. A new form requesting non-disclosure must be submitted each academic year.
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TOUROCOM ADMINISTRATION

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TOUROCOM FACULTY

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