

2023-2025 CATALOG



TOURO COLLEGE
OF OSTEOPATHIC MEDICINE
TOURO UNIVERSITY



**TOURO
COLLEGE OF
OSTEOPATHIC
MEDICINE**

TOURO UNIVERSITY

Catalog

2023-2025

tourocom.touro.edu

ACCREDITATION

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

Touro University is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104, (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. For additional information, visit [Middle States Accreditation](#).

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

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

New York Medical College (NYMC) is a separately accredited institution within Touro University, also accredited by the Middle States Commission on Higher Education (MSCHE).

The Hebrew Theological College (HTC) in Skokie, IL, is also a part of Touro University. HTC is accredited by the Higher Learning Commission (HLC).

The Touro College of Osteopathic Medicine (TouroCOM) DO program is fully accredited by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA), 142 East Ontario Street, Chicago, IL 60611 (Tel: 312-202-8124).

The Pathologists' Assistant (PathA) Program at Touro University has received approval of the preliminary report from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Road, Suite 720, Rosemont, IL 60018-5119; (773) 714-8880. Further information about the NAACLS Accreditation process can be found on the [NAACLS website](#).

POLICY OF NON-DISCRIMINATION

Touro University is an equal opportunity employer. Touro University treats all employees, job applicants, and students without unlawful consideration of race, ethnicity, religious creed, color, national origin, ancestry, sex (including pregnancy, childbirth or related medical condition), age, disability, medical condition, marital status, genetic information, sexual orientation, gender, gender identity, military service or veteran status, citizenship status, or any other classification protected by applicable federal, state, or local laws. We are committed to ensuring the fulfillment of this policy in all decisions, including but not limited to, recruitment, the administration of educational programs and activities, hiring, compensation, training and apprenticeship, placement, promotion, upgrading, demotion, downgrading, transfer, layoff, suspension, expulsion and termination, and all other terms and conditions of admission, matriculation, and employment.

For the full policy statement see <https://www.touro.edu/non-discrimination/>.

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 University policies, procedures and practices. Your assigned Touro email address is the official method of contact for all such notices and for all Touro communication. For the avoidance of doubt, all applicable new and revised policies, procedures, and practices posted on the Touro website will become effective to you, whether or not you become specifically aware of them.

Students are required to investigate for themselves 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, warranties, or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, guarantees, warranties or other statements concerning our courses and programs and a student's academic success in them. Thus, you waive and Touro further disclaims any liability in tort in connection with any of the foregoing. For a degree to be earned, the required grades and grade point averages must be achieved and maintained, and all other requirements of the school and program must be fulfilled. 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 Manual 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 next be submitted to non-binding mediation (the "Mandatory Mediation"). The Mandatory Mediation shall be conducted by a neutral mediator selected at Touro's sole discretion. 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 Mandatory Mediation shall proceed to binding arbitration (the "Mandatory Arbitration"). The Mandatory Arbitration shall be conducted by JAMS or any other reputable ADR organization before a single arbitrator who shall be an attorney or judge. Selection of the arbitrator and location for the Mandatory Arbitration shall be made at Touro's sole discretion. See "Alternative Dispute Resolution" provision for a more elaborate treatment of the Mandatory Mediation and Mandatory Arbitration provisions.

GENERAL DISCLAIMER

Touro University endeavors to provide ongoing and uninterrupted educational experiences in a safe and effective environment for our students, staff and faculty. Given the dynamic circumstances surrounding COVID-19 and any other future unknown or unforeseen events and the uncertainties that may be attendant thereto, Touro may choose or be compelled to change the method of course delivery and other relevant policies at any time. Any changes will be communicated in a timely manner and posted prominently on Touro's website and intranet. We ask that you please stay in contact with your Program administration, faculty and student services staff and remain current with any guidance issued in response to the COVID-19 pandemic.

COVID-19 RELATED CLINICAL PROCEDURES

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

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MESSAGE FROM THE PRESIDENT

At Touro University, we recently celebrated 50 years of academic excellence and innovation in education. We take pride in our institution's past and have unwavering optimism in its future.

Touro College opened with a small cohort of students. Today our University educates nearly 19,000 students at 35 schools around the world, including in New York, California, Illinois, Nevada, and Montana, as well as 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 both nationally and internationally renowned organizations.

Touro's past reflects the bold leadership of our visionary founder, Dr. Bernard Lander. Building upon that foundation, Touro University is emerging as a vibrant wellspring of educational achievements. As we expand upon our unprecedented growth, we continue to build 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.

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 we are committed to educating students who have a special interest in practicing in underserved communities, such as Harlem and Middletown, New York, and Great Falls, Montana. 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 Touro University, the largest Jewish-sponsored educational institution in the United States.

Before succeeding Dr. Bernard Lander as Touro's second president in 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.

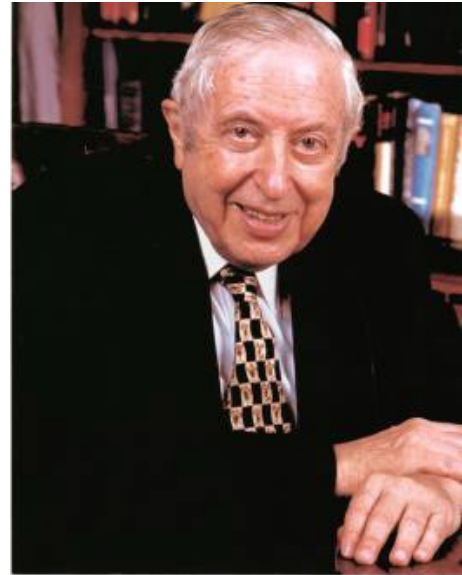
He has helped Touro expand its unique offerings for Jewish and underserved communities while becoming a top-tier institution for the study of health sciences and medicine. Our distinct medical programs—two colleges of pharmacy, four colleges of medicine, and graduate schools and programs in health sciences—serve increasingly large and dynamic student populations. Touro University 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 University 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 SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS AND 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 University-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. Students enrolled in our Harlem, Middletown, and Great Falls campuses will find robust opportunities to collaborate within the Touro University system and with other local institutions.

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., Ph.D.

MESSAGE FROM THE EXECUTIVE DEAN

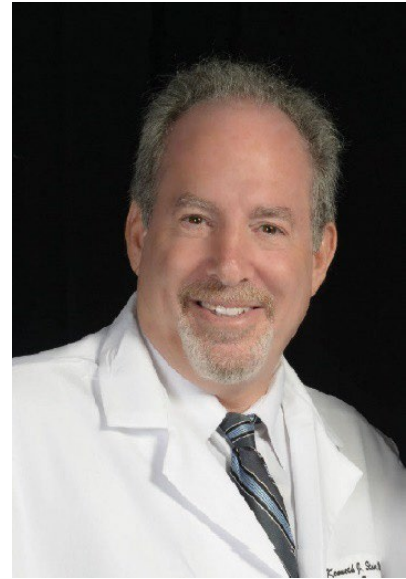
The Touro College of Osteopathic Medicine was founded to create a medical school dedicated to the study and improvement of the issues of health care disparities and medical school diversity. Our mission and commitment to the population we serve creates a distinctive personality for the school that sets 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 life-long 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, GREAT FALLS CAMPUS

Touro University's newest College of Osteopathic Medicine campus was established in 2023, as the Great Falls, Montana campus welcomed its inaugural class to our modern educational facility. The building was designed with input from TouroCOM's current administration, faculty, staff, and students, with the objective of creating a learning environment consistent with the ideals, standards, and mission of the College.

TouroCOM's Great Falls, Montana campus offers the same curriculum as our Harlem and Middletown, New York campuses. Outside of the lecture hall, students benefit from shared video content from all three campuses, while experiencing "flipped classroom" content delivered by local on-site campus faculty.

The opening of the Great Falls, Montana campus marks yet another expansion of the TouroCOM mission to provide comprehensive medical education to a diverse student body. Through their clinical experiences, students will encounter frontier, rural, and Native American medicine, along with practices found in more-familiar urban and suburban settings. As with all of Touro University's academic programs, students will find an environment enriched by a broad spectrum of resources designed to foster success, and informed by TouroCOM's rich history. At TouroCOM Great Falls, we're confident that graduates of our program will be equipped with the knowledge, skills, and compassion needed to best be positioned to become tomorrow's healthcare leaders.

Elizabeth Palmarozzi, D.O., FACOFP



TOURO UNIVERSITY MISSION STATEMENT

Touro University is an independent institution of higher education under Jewish auspices, established to promote 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, and service to society. Touro offers undergraduate, graduate and professional programs that serve diverse components of the Jewish community and the larger society, especially those who have been historically underserved. These academic offerings span Jewish studies, the liberal arts and sciences, and medical and health sciences. Touro is a university where personal growth, scholarship and research are fostered and where men and women are prepared for productive lives of dignity, value, and values.

The core values of the university are based on two fundamental components, 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?" These values mirror Touro's commitment to quality education as well as integrity, and respect for all members of the Touro Community.

GOALS

1. To impart and enrich the Jewish heritage and its tradition of intellectual inquiry and to incorporate its ethos into the University's academic offerings
2. To promote ethical behavior, and responsibility through the curriculum and community outreach
3. To advance the career interests and professional aspirations of our students through a broad range of academic programs and innovative approaches
4. To advance faculty and student research and scholarship
5. To promote educational opportunities and access, focused on the student experience and student success

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 University 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 University. 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 Touro University 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).

TOURO UNIVERSITY

Touro University (“Touro” or “the University”) is a Jewish-sponsored independent institution of higher learning and professional education founded to strengthen Jewish heritage while providing the highest quality educational opportunities to society as a whole.

The University was chartered by the New York State Board of Regents in 1970 and opened a year later as “Touro College.” In 2022, Touro celebrated its 50th anniversary and was granted university status by the Board in recognition of the institution’s advanced academic standing. Shortly thereafter, in 2023, Touro marked yet another new and exciting chapter in its history with the opening of its new Cross River Campus at 3 Times Square. The modern campus brings together eight schools in more than 300,000 square feet, housing state-of-the-art classrooms, research labs and administrative offices on 12 floors.

Touro has grown from an initial class of 35 students in New York City to an international university system of approximately 19,000 students located in six states and four countries. Its commitment to academic excellence and growth through innovative programs 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 purpose.

Touro's schools serve a variety of communities, providing engaging courses in a range of fields - from medicine and pharmacy to law; business to education; and speech pathology to Jewish studies. The Touro educational experience reflects the Jewish intellectual tradition of commitment to the transmission of knowledge, social justice, and respect for applied knowledge and discovery.

It is this commitment to a Jewish intellectual tradition that fuels the many outstanding achievements by faculty and students throughout Touro. At the same time, the Touro University experience goes beyond classroom instruction - Touro fosters an atmosphere of warmth, in which close faculty-student relationships, student camaraderie and individual attention are nurtured.

Enhancing the Jewish Heritage

Touro's first college, the Touro College of Liberal Arts and Sciences, was established in 1971. Decades later, the various divisions of the College were designated The Lander Colleges, in honor of Founding President Dr. Bernard Lander, for his historic contribution to higher Jewish education in America. The Lander Colleges embody Touro's commitment to enriching the college experience for Jewish men and women. They are comprised of three colleges: 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 Queens. Other Touro schools similarly dedicated to the unique needs of the Jewish people include the Graduate School of Jewish Studies, which prepares students for careers in education and community service; the School for Lifelong Education, to serve the academic needs of the Hasidic community; the Institute for Professional Studies – Machon L'Parnasa, which provides practical applications in higher education for the ultra-orthodox community; and Touro College Los Angeles, which follows a curriculum modeled after The Lander Colleges. In 2015, Touro welcomed the Hebrew Theological College of Skokie, Illinois into the Touro system.

Fulfilling Needs - and Building Strength - in Health Care

Touro has grown into one of the largest healthcare educational systems in the country. Beginning with the School of Health Sciences in New York City in 1972, Touro pioneered the training of physician assistants and established other campuses in the New York area that prepare healthcare professionals to serve a broad range of patient needs including nursing, physical and occupational therapy, speech language pathology, psychology, and mental health. In 2020, Touro responded to the growth of data and security issues in healthcare by expanding its offerings to a new campus in Skokie, Illinois with programs in healthcare cybersecurity, data analytics, nursing and physician assistant studies.

The Touro College of Osteopathic Medicine (TouroCOM) opened in 2007 in Harlem, committed to training underrepresented minorities and to practicing in underserved communities. Subsequently, in 2014, a second campus of TouroCOM opened in Middletown, New York and most recently, in 2023, a third TouroCOM campus opened in Great Falls, Montana - set to further TouroCOM's mission of educating underrepresented minorities in medicine and serving

communities in need. The Touro College of Pharmacy, originally established in Harlem with a shared vision to promote wellness, especially among underserved populations, relocated to our new Cross River Campus in Times Square. In 2022, Lovelace Research Institute in Albuquerque, New Mexico joined the Touro system. Founded in 1947, Lovelace is one of the oldest not-for-profit biomedical research institutes in the country, noted for excellence in respiratory disease and neuroscience research, toxicology, drug development and protecting the nation against chemical, biological and nuclear threats.

In 2011, New York Medical College (NYMC), one of the nation's oldest and most prestigious health science universities, joined the Touro system, 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 \$38.5 million in sponsored research and other programs under management. In 2016, the Touro College of Dental Medicine opened on the NYMC campus, New York State's first new dental school to launch in nearly 50 years.

A Western Division was established in 1997 with Touro University California (TUC) and its several health science schools: Touro University College of Osteopathic Medicine, Touro University College of Pharmacy, and the College of Education and Health Sciences. In 2004, Touro University Nevada (TUN) was created as a branch campus of TUC to help address critical needs in health sciences and education and as a resource for community service in Nevada. TUN includes the Touro University Nevada College of Osteopathic Medicine and the College of Health and Human Services, which offers numerous degree programs in health sciences and education.

Charting New Territory in Law, Business and Technology

Touro University Jacob D. Fuchsberg Law Center, opened in the 1980's, operates out of a new law complex on Long Island that includes a federal and state courthouse – the first law campus of its kind in the country. The Graduate School of Business offers a variety of graduate degree programs and trains graduates to work effectively in a world market of independent economies. The Graduate School of Technology offers multiple degree programs that reflect the power and pace of technological change. Touro University Worldwide, an online university, offers graduate degree programs for lifelong learners or those interested in furthering their professional development.

Educating the Educators, Serving the Community

Touro's Graduate School of Education prepares America's future leaders in education with one of the largest teacher education programs in New York State. Through its Lander Center for Educational Research, public schools are assisted in addressing problems that impact student achievement and equality of educational opportunity. The New York School of Career and Applied Studies was established to provide quality undergraduate education at multiple locations throughout New York City that serve the needs of the city's diverse populations. The Touro

College Graduate School of Social Work inspires and prepares graduates for clinical social work practice in a variety of urban and multicultural environments and to advocate effectively for the most underserved in society.

Forging Ties with Israel and Revitalizing Jewish Life in Europe

Touro College in Israel 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 institution of higher education to establish a program of Jewish studies in Moscow. The Lander Institute Moscow, established to afford members of the Jewish community a greater awareness of their Jewish heritage, offers a well-rounded general education and preparation to serve organizations and schools. In 2003, Touro began offering an academic program through Touro College Berlin and later established on the Berlin campus the Lander Institute for Communication about the Holocaust and Tolerance.

ACADEMIC CALENDAR

Please visit: <https://tourocom.touro.edu/do/academic-calendar/>

PROGRAMS OFFERED ON TOUROCOM CAMPUSES

The following programs of study are offered on TouroCOM campuses:

1. Doctor of Osteopathic Medicine (DO)
 - a. Offered at the Harlem, Middletown, and Great Falls campuses
2. Master of Science in Interdisciplinary Studies in Biological and Physical Sciences
 - a. Offered at the Harlem, Middletown, and Great Falls campuses
3. Pathologists' Assistant (PathA)
 - a. Offered at the Harlem campus

Further information about each program is provided in the sections that follow.

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.

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. Improve health outcomes in the community through public service, research, osteopathic clinical service and graduate medical education

DOCTOR OF OSTEOPATHIC MEDICINE (DO) PROGRAM

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 <https://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 Applicant Help Center](#)). 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 (MOU).

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 (4 or 5 on the AP Biology exam or a 6 or 7 on the IB Biology are acceptable substitutes).
- Inorganic Chemistry: At least 8 semester hours (a 4 or 5 on the AP Chemistry exam or 6 or 7 on the IB Chemistry are acceptable substitutes).
- Organic Chemistry: At least 7 semester hours. 3 hours of Biochemistry may count toward your total.
- Physics: At least 8 semester hours (a 4 or 5 on the AP Physics exam or a 6 or 7 on the IB Physics are acceptable substitutes).
- English: If your BA/BS was completed in the English language, specific English coursework is not required. If your BA/BS was NOT completed in English 6 semester hours are required (a 4 or 5 on the AP English Composition or English Literature exam or a 6 or 7 on the IB Language A are acceptable substitutes)
- 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 3 semester hours. Behavioral Sciences include psychology, sociology, and anthropology, amongst others (a 4 or 5 on the AP Psychology exam, a 6 or 7 on the IB Psychology, or a 6 or 7 on the IB Social and Cultural Anthropology are acceptable substitutes within this category).

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

Please note any AP or IB score being used for a pre-requisite is subject to verification via a pdf copy of your AP scores from the College Board or the International Baccalaureate Organization (go to IBO.org and select school # 038943 - Touro College of Osteopathic Medicine).

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 2021 score for Fall 2024 enrollment is acceptable whereas a December 2020 score is not). Science and

overall GPA, MCAT Scores, as well as CASPer™ and Duet™ scores are requirements for admission and must be competitive.

5. CASPer™ and Duet™

WHAT IS CASPER™?

- CASPer™ (Computer-based Assessment or Sampling Personal Characteristics) is a computer-based situational judgment test designed to evaluate core personal characteristics considered essential for students to be successful in medical school and ultimately, as practicing physicians. Some of these include professionalism, ethical grounding, empathy, compassion, and cultural sensitivity. CASPer™ can be taken anywhere you can access a computer with audio capabilities and a reliable internet connection in a quiet location.
- CASPer™ consists of a series of hypothetical everyday situations presented through video or text format. Each situation relates to one or more personal characteristics. Examinees are asked to provide short written responses to a series of questions asked about each situation. No studying is required to take CASPer™ but taking the practice exams is highly recommended.
- CASPer™ results are considered a reliable and predictive tool for an admissions committee to broadly assess the personal attributes of an applicant.

WHAT IS DUET?

- Duet is a value-alignment assessment that compares what you value in a program with what the program has to offer. Acuity developed this short assessment because each program is different and has something unique to offer, whether it's teaching style, research opportunities, and interactions with faculty. With Duet, your individual preferences are compared with programs' unique profiles to help assess your mutual alignment in a standardized way.

WHY HAS TOUROCOM INCORPORATED CASPER™ & DUET™ INTO OUR SECONDARY APPLICATION?

- TouroCOM places a high value on personal characteristics, which we believe are essential to becoming a capable and compassionate physician. CASPer™ and Duet™ are considered objective tools to evaluate an applicant's personal attributes. We believe using CASPer™ and Duet makes the application review process fairer for the applicant.
- The incorporation of CASPer™ and Duet™ into our holistic review process represents the commitment of TouroCOM to evaluate each applicant as an individual – weighing personal attributes in equal measure with academic metrics and foundational experiences.

WHAT DO I NEED TO DO TO TAKE CASPER™ AND DUET?

- Advanced registration is required. CASPer™ and Duet™ are administered by an external testing company. There is a total fee of \$52 associated with CASPer™, which is not part of the TouroCOM application fee. It consists of a \$40 test fee plus a \$12 distribution fee, which is paid directly to the testing company upon registration.
- Learn more about registering for [CASPer™](#) and [Duet™](#).

Please keep in mind that academic grades, MCAT, and CASPer™/ Duet™ 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 Campus Dean reserves the authority to approve all applications for admission.

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: Statements provided by students that are found to be inaccurate, incomplete, misleading, or untruthful with regard to their background check may be CAUSE TO REVOKE THE OFFER OF ADMISSION OR, IF FOUND AT A LATER DATE, BE GROUNDS FOR IMMEDIATE DISMISSAL with all tuition and fees forfeited.)

CITIZENSHIP REQUIREMENT

Individuals who have met all application requirements and permanently reside in the United States at the time of application, are permitted to apply and matriculate at TouroCOM. Currently, TouroCOM does not consider DACA or international students.

Eligibility for Federal Financial Aid is limited to US Citizens and US Permanent Residents. Additional information may be viewed by visiting the [Eligibility Requirements](#) on the Financial Aid page.

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 makes every effort to provide reasonable accommodations for physically challenged students, in compliance with the Americans with Disabilities Act (ADA). 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 anticipate requesting reasonable accommodations upon admission to TouroCOM, or if you find that you need to request accommodations at any point during your enrollment, please reach out to the [Touro University 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 t-back styles).
- 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 the 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.
- Touro University 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 learning 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 Levels 1 and 2 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 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 due at the conclusion of the supplemental 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

University. 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 Campus 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 applications from those who wish to enter as a second-year student. Applicants are reviewed on a case-by-case basis. Academic credits may be transferred for 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). In the case of LCME transfers, the COM requirement for osteopathic manipulative medicine must be completed prior to graduation. 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 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 University’
 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’, ‘Doctor of Osteopathic Medicine – Middletown,’ or ‘Doctor of Osteopathic Medicine – Montana.’ Please note, choosing a location at this stage is non-committal. You will identify a campus preference on the Supplemental Application itself. Although the options end “(apply through AACOMAS),” transfer applicants do not need to submit an application through AACOMAS.
 4. Under “Entering As”, choose ‘Transfer Professional Student.’
- 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.
- 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.

TUITION AND FEES

Please visit: <https://tourocom.touro.edu/admissions—aid/tuition/>

FINANCIAL INFORMATION

Expenses associated with attending TouroCOM include, but are not limited to, tuition, supplies, books, transportation, housing and other living expenses.

Tuition is due 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 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, as per AACOMAS traffic guidelines.

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 April 30.

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 University and any of its divisions will lose their place in the event that such balance is not satisfied by April 30. Students are notified in advance of the April 30 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 AOA has identified seven osteopathic core competencies. These core competencies align with the mission and goals of TouroCOM and serve as a guide for its four-year curriculum and programmatic learning objectives. The competencies taught in each course, how 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).

LEARNING OBJECTIVES

The TouroCOM Programmatic Level Educational Objectives (PLOs) are based upon the Osteopathic Core Competencies and the TouroCOM Mission. They are statements of the knowledge, skills, behaviors, and attitudes that TouroCOM students are expected to exhibit as evidence of their readiness for graduate medical education prior to successful completion of the program.

1. Students will demonstrate and apply knowledge of accepted standards in Osteopathic Manipulative Treatment (OMT). The educational goal is to train a skilled and competent graduate medical education (GME) candidate who remains dedicated to life-long learning and to practice habits in osteopathic philosophy and manipulative medicine.
2. Students will demonstrate the knowledge of established and evolving biomedical, clinical, epidemiological, public health, and behavioral sciences and their application to high-quality osteopathic patient care necessary for successful transition to GME.
3. Students will develop the skills to access, interpret, and critique research that communicates new developments in medicine, and appreciate the role of life-long learning in delivering the best care to one's patients.
4. Students will demonstrate the ability to provide patient care that incorporates the osteopathic philosophy, patient empathy, awareness of behavioral issues, the incorporation of preventive medicine, and health promotion that recognizes the unique health care needs of underserved communities.
5. Students will exhibit interpersonal and communication skills necessary to establish and maintain professional relationships with patients, families, and other members of health care teams. Students will appreciate the roles and responsibilities of all members of the health care team.
6. Students will 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. Students should be cognizant of their own physical and mental health in order to care effectively for patients.
7. Students will develop the skills to critically evaluate methods of clinical practice and integrate evidence-based medicine into patient care. Students will show an understanding of research methodology and the role of research in the practice of medicine and improving patient care practices.
8. Students will demonstrate knowledge of health care delivery systems and the resources available to provide safe, effective, patient-centered osteopathic medical care.

OSTEOPATHIC COMPETENCIES, PROGRAMMATIC LEARNING OBJECTIVES, AND THE TOUROCOM MISSION

TouroCOM's mission is central to the design and implementation of its academic programs, which support student achievement of the Programmatic Learning Objectives (PLOs) and mastery of the Seven AOA Core Competencies.

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

AOA Competency	PLO	Related Components of the TouroCOM Mission
Osteopathic Philosophy and Osteopathic Manipulative Medicine	1	Educate/train osteopathic physicians; Osteopathic clinical service; Improving health outcomes
Medical Knowledge	2, 3	Educate/train osteopathic physicians; Research; Innovation in medical education; Graduate medical education
Patient Care	4	Practicing medicine in underserved communities; Increasing URM's in medicine; Improving health outcomes
Interpersonal and Communication Skills	5	Practicing medicine in underserved communities; Increasing URM's in medicine; Improving health outcomes; Osteopathic clinical service; Public service; Graduate medical education
Professionalism	6	Practicing medicine in underserved communities; Increasing URM's in medicine; Improving health outcomes; Osteopathic clinical service; Public service; Research; Graduate medical education
Practice-based Learning and Improvement	7	Educate/train osteopathic physicians; Improve health outcomes; Innovation in medical education; Graduate medical education
Systems-based Practice	8	Improve health outcomes; Practicing in underserved communities

ASSESSMENT OF THE CORE COMPETENCIES

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

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

CREDIT LOAD AND CONTACT HOURS

TouroCOM assigns credit hours for courses 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, Anatomy and Primary Care departments.

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 Clinical Dean/Assistant Dean, prior to the student entering said rotation, must approve the rotation site.

CURRICULUM OVERVIEW

The TouroCOM DO program is a 4-year program leading to the awarding of the DO degree upon satisfactory completion of all program requirements.

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.

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.

Year 1 — First Semester		
Course Number	Course Title	Credits
BSCN 603	Medical Biochemistry	4
BSCN 604	Histology	5
BSCN 606	Clinical Anatomy and Embryology I	7
BSCN 635	Physiology I	4
OMMN 610	Osteopathic Manipulative Medicine (OMM) I Part 1	3
PRCN 607	Physical Diagnosis I	3
PRCN 647	Professionalism and Medical Ethics	2

Year 1 — Second Semester		
Course Number	Courses	Credits
BSCN 605	Medical Genetics	3
BSCN 608	Clinical Anatomy and Embryology II	3
BSCN 611	General Pathology	5
BSCN 612	Immunology	4
BSCN 619	Neuroanatomy	5
BSCN 620	Introduction to Cultural Competence in Healthcare	1
BSCN 637	Physiology II	4
OMMN 621	Osteopathic Manipulative Medicine (OMM) I Part 2	3
PRCN 606	Shadowing Elective	0
PRCN 623	Physical Diagnosis II	3

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. Instruction on preventative medicine and public health and behavioral medicine and psychiatry is also delivered during the second year.

Year 2 – First Semester		
Course Number	Courses	Credits
BSCN 624	Medical Microbiology and Immunology I	4
BSCN 633	Systematic Pathology I	5
BSCN 634	Pharmacology I	4
OMMN 625	Osteopathic Manipulative Medicine (OMM) II Part 1	3
PRCN 611	Preventative Medicine and Public Health	2
PRCN 616	Medical Simulation *(taken either first or second semester)	1
PRCN 627	Clinical Systems I	7
PRCN 632	Early Clinical Experience — Introduction to Doctoring Part 1	3

Year 2 – Second Semester		
Course Number	Courses	Credits
BSCN 636	Medical Microbiology and Immunology II	3.5
BSCN 646	Systematic Pathology II	5
BSCN 647	Pharmacology II	4
CLIN 600	Introduction to Clinical Rotations	1
OMMN 637	Osteopathic Manipulative Medicine (OMM) II Part 2	3
PRCN 601	Early Clinical Experience — Introduction to Doctoring Part 2	3
PRCN 626	Behavioral Medicine	3
PRCN 646	Clinical Systems II	7

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.
- Develop high ethical standards.
- Promote a lifelong commitment to learning.

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

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

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

CLINICAL CLERKSHIP PROGRAM

There are a total of 21 clerkship blocks of rotations throughout the 3rd and 4th years. Ten disciplines are considered core rotations. Seven core and one non-core discipline rotations are required to be completed during the 3rd year (and must be completed at a TouroCOM Affiliated Site) and two core and seven non-core discipline rotations are required 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 (one during the 3rd year and seven during the 4th year). Students are able to explore a variety of opportunities to pursue their interests.

Whenever possible, TouroCOM uses hospitals approved for residency training. TouroCOM has ambulatory training sites that range from private practices, independent physician groups, 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 information.

Course #	Rotation	Credits
CLIN 703	Obstetrics & Gynecology	6
CLIN 704	Pediatrics	6
CLIN 705	Psychiatry	6
CLIN 708	Emergency Medicine	6
CLIN 709	Family Medicine	12
CLIN 710	Internal Medicine	12
CLIN 711	General Surgery	12
CLIN 716A	Non-Core Elective	6
CLIN 898	Primary Care	6
CLIN 859	Sub-Internship	6

Third (3rd) Year Clinical Rotation Requirements		Fourth (4th) Year Clinical Rotation Requirements	
Core Rotations (10 Rotations at TouroCOM Affiliated Sites)		Core Rotations (2 Rotations at TouroCOM Approved Sites)	
Family Medicine	8 weeks	Sub-Internship	4 weeks
Internal Medicine	8 weeks	Primary Care	4 weeks
General Surgery	8 weeks		
Pediatrics	4 weeks	Non-Core Rotations (7 Elective Rotations)	
Obstetrics & Gynecology	4 weeks	7 Electives	4 weeks each
Emergency Medicine	4 weeks		
Psychiatry	4 weeks		
Non-Core Elective	4 weeks		
Vacation	4 weeks		
Total	44 rotation weeks & 4 vacation weeks	Total	36 rotation weeks & 4 vacation weeks

CLINICAL EDUCATION OUTCOMES

Students must successfully be able to demonstrate a mastery of clinical skills prior to graduation. 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.

The COM is required to confirm that each student has demonstrated the fundamental osteopathic clinical skills necessary for graduation. Please visit the [NBOME website](#) for additional information.

GRADING

Grading for the Doctor of Osteopathic Medicine Program, Preclinical Years (OMS1 and OMS2)

At the end of each course, a grade for each student is submitted by the faculty responsible for the instruction. The work of all students is reported in terms of the following scale:

<i>GRADE</i>	<i>NUMERICAL PERCENT GRADE/DEFINITION</i>	<i>GRADE VALUE</i>
<i>A+</i>	93.00	4.000
<i>A</i>	90.00	4.000
<i>A-</i>	87.00	3.667
<i>B+</i>	83.00	3.333
<i>B</i>	80.00	3.000
<i>B-</i>	77.00	2.667
<i>C+</i>	73.00	2.333
<i>C</i>	70.00	2.000
<i>U</i>	Less than 70.00	0
<i>U/C</i>	Satisfactory with Remediation	2.000
<i>P</i>	Pass	Not calculated in GPA
<i>U/P</i>	Pass with Remediation	Not calculated in GPA
<i>W</i>	Withdrawal	Not calculated in GPA
<i>WU</i>	Withdrawal Unsatisfactory	0
<i>WNA</i>	Withdrawal Never Attended	Not calculated in GPA
<i>INC</i>	Incomplete	Pending (not calculated in GPA)

Any score below the C level will be a U grade (Unsatisfactory, Failing).

All percentile scores corresponding to letter grades on this scale will remain as presented until the Curriculum Committee with the approval of the Council of Deans makes a change. The few courses for which minimal pass (I) has been historically lower than 70% may petition the Preclinical Deans for approval to offer a lower than 70% C grade, in which case this will be noted in the syllabus at the beginning of the course. Grade scales do not change once a course has begun.

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.

Grading for the Doctor of Osteopathic Medicine Program, Clinical Rotations (OMS3 and OMS4)

Refer to the Clinical Rotations Curriculum & Syllabi, which can be found at:

<https://tourocom.touro.edu/do/clinical-education/>

Grade Definitions

- A+, A, A-, B+, B, B-, C+, C – Letter grade assigned according to grading standards outlined for the program.
- U: Unsatisfactory – A grade of ‘U’ is given to a student who has not satisfactorily completed course requirements. If a ‘U’ is obtained, it must be satisfied by remediation (see Remediation section below). A student must convert all ‘U’ grades to a passing grade before he/she may enter clinical rotations, unless authorized by the Campus 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 below).
- P: Pass – For Pass/Unsatisfactory courses, a grade of ‘P’ is given to a student who has satisfactorily completed course requirements.
- U/P: Pass with remediation – For Pass/Unsatisfactory courses, after an unsatisfactory performance has had successful remediation, a ‘U/P’ will replace the ‘U’ on the transcript (see Remediation section below).
- I: 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).

Withdrawal Grades:

- 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 failing 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/rotation. 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.

REMEDIATION

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, TouroCOM 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 Catalog) and by individual initiative and utilization of resources available to them. Decisions regarding remediation will be made by the Campus Dean on an individual basis after considering the recommendation of the Student Promotion Committee (SPC) and all pertinent circumstances in each case.

Any “U” grade may be considered for permission to be remediated only at the end of the academic year in which such grade was earned. The SPC recommendation to the Campus Dean will be based on the student’s academic records and considerations, if necessary, after consultation with the student’s faculty advisor, course instructor, system coordinator, or appropriate dean. The SPC, after such consultation, may recommend to the Campus Dean that the student shall be directed to comply with one of the following remediations:

1. The required examination(s), paper, fieldwork project, or time on a clinical rotation as directed by the course coordinator or appropriate instructor.
2. Repeat the course.
3. Take the failed course at a COCA or LCME accredited institution with the approval of the Preclinical Dean/Assistant Dean in consultation with the Course Director. Such approval may be granted if the course offers comparable course content and curriculum as determined by the Preclinical Dean/Assistant 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, TouroCOM may assign a site for remediation, but this is not guaranteed.

Grades earned during an attempted remediation of a course, system, or clinical rotation will be reviewed by the SPC and the Campus Dean. The highest grade a student may earn by any of the remediation options set forth above is a grade of “U/C” or “U/P.” 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 as applicable. Any student who fails remediation will be recommended for dismissal by the SPC to the Campus Dean.

In the event remediation is not granted, the recommendation for dismissal will be forwarded to the Campus Dean by the SPC (See Academic Dismissal section below). The Campus Dean will then notify the student.

PROVISIONAL ACADEMIC/PROFESSIONAL STATUS

Definition of Provisional Academic/Professional Status

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

1. A student receives a "U" grade in any course or core clinical rotation.
2. A student is repeating an academic year (unless stipulated in an MOU with the Campus Dean).

Note: Financial aid may not be available in cases where the student does not meet satisfactory academic progress (SAP). Grades of "U" may affect the pace of completion and therefore affect financial aid eligibility.

Terms of Provisional Academic/Professional Status

A student on Provisional Academic/Professional Status may not serve as an officer of any official TouroCOM club or organization and shall not engage in time-consuming extracurricular activities or other privileges denied by the Preclinical Dean/Assistant Dean, Clinical Dean/Assistant Dean, or the Dean/Assistant Dean of Student Affairs.

1. When a student is placed on Provisional Academic/Professional Status, it is noted in the student's file. The student's file is securely kept with the Office of the Dean/Assistant Dean of Student Affairs. Subsequently, when a student is returned to "Good Standing" (i.e., is no longer on any form of Provisional Academic/Professional Status, or on probation), this also is noted in the student's file. Provisional Academic/Professional Status is not noted on transcripts.
2. When a student is placed on Provisional Academic/Professional Status, they will be notified in writing by the SPC. A copy of this letter will be placed in the student's file and one will be sent to the Campus Dean. The SPC will ascertain when the term of the Provisional Academic/Professional Status has been satisfied and will recommend to the Campus Dean that Provisional Academic/Professional Status be rescinded.
3. A student on Provisional Academic/Professional Status will not be granted an excused absence to attend a professional meeting that overlaps with required curricular components.
4. A first- or second-year student on Provisional Academic/Professional Status is advised to meet with his/her faculty advisor at least once a month. A third- or fourth-year student on Provisional Academic/Professional Status is advised to contact the Clinical Dean/Assistant Dean at least once a month.
5. The student will remain on Provisional Academic/Professional Status until the following minimal acceptable standards are met:

- a. When all grades of “U” are converted to a passing grade.
- b. When third- or fourth-year students on Provisional Academic/Professional Status with a core clinical rotation grade of “U” have remediated the rotation successfully.
- c. When the SPC ascertains that the Provisional Academic/Professional Status has been resolved/satisfied.

In some cases, and with the approval of the Campus Dean, a student may be allowed to repeat a preclinical or clinical semester(s). The Campus Dean's Office will notify the Registrar's Office about the special permission granted to the student. While all grades and credits will remain on the student's transcript, only the repeated grade will be included in the overall GPA. The Registrar's office will ensure that the student record is updated accordingly after the completion of the repeating semester.

A student must graduate within six years (see “**Maximum Time-Frame**,” below).

Note: Financial aid may not be available in cases where the student does not meet satisfactory academic progress (SAP). Grades of “U” may affect the pace of completion and therefore affect financial aid eligibility.

ACADEMIC DISMISSAL

For students on a full academic program, when the SPC meets at the end of an academic semester, it may recommend dismissal to the Campus Dean for any one of the following reasons:

1. A student who accumulates “U” grades in three or more classes OR eleven or more cumulative credits in either of each preclinical year, as remediation is not permitted in this situation.
2. While on Provisional Academic/Professional 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 who fails to comply with the agreed upon terms of an MOU with the Campus Dean.
4. A student who receives a “U” grade in two 6-credit clinical rotations or one 12-credit clinical rotation within the same academic year.
5. A student who has taken a board exam the maximum number of times as permitted by the NBOME without achieving a passing score prior to the allotted time to graduate.
6. A student who is not in compliance with the Six-Year Rule.

In the event that the SPC recommends dismissal based on the aforementioned reasons, the SPC will submit a Letter of Recommendation for Dismissal to the Campus Dean. The Campus Dean will then notify the student and the Registrar. The Letter of Dismissal will be saved in the student's file with the Office of the Dean/Assistant Dean of Student Affairs and with the Registrar in the student's eFile.

STUDENT RESEARCH POLICIES

TouroCOM values and supports research and scholarly activity opportunities for its students and recognizes the important role that research plays in improving health outcomes. Opportunities for research and scholarly activity at TouroCOM may be available in areas related to basic science, clinical medicine, sports medicine, osteopathic manipulation, simulation, and medical education. While students may become involved in research at any time during their TouroCOM education, it is important that they clearly understand the commitment of time and effort that research, and scholarly endeavors require. Therefore, a student should first assure that they can satisfactorily meet the requirements of the academic program before seeking out such an opportunity. Instead of struggling to balance their academic studies and a research commitment, a student may choose to engage in research during the summer months, the most ideal time being the summer break between the first and second year. Students may also participate in a research elective during the 3rd or 4th year if it can be accommodated in their rotation schedule and with approval from the Clinical Dean/Assistant Dean.

Students first learn about research and scholarly activity opportunities at TouroCOM during first-year orientation presentations by the Research Dean/Director on each campus. Students may also become familiar with research opportunities on the TouroCOM campuses by attending yearly campus research events which highlight the research being conducted by faculty, students, and TouroCOM's clinical partners. Each campus has a Research Committee charged with the oversight of the local research program. These committees are composed of faculty, research administration, and a limited number of students, thereby providing an opportunity for students highly engaged in research to help shape the direction of the research program on each campus. The student governments on each campus also have a research committee that students can join. These research committees collaborate with research committees of national student organizations such as SOMA.

Students who wish to engage in research and scholarly activity should first meet with their faculty advisor to discuss their academic standing and the additional time commitment of this activity. While research experience is a valuable credential on a student's residency application, it will not make up for poor academic performance, and therefore a student's academic progress must take priority. Students participating in research and scholarly activity must be in good academic standing and up-to-date on all programmatic benchmark requirements (COMLEX Level 1, Level 2, passing grade on all courses, no pending remediations). Students placed on Provisional Academic Status by either the Campus Dean or the Student Promotions Committee may not participate in research or scholarly activity, unless given permission by the Dean in writing.

In all cases, student participation in research and scholarly activity at TouroCOM must be associated with a credentialed faculty mentor with an established research program or the skills and ability to safely conduct research and advise the student appropriately. It is the student's own responsibility to seek out research opportunities with credentialed TouroCOM faculty or through

the campus Dean/Director of Research. Student selection may be selective based upon research skills and experience, academic standing, letters of recommendation, etc.

Any research involving human subjects or human data must receive approval from the Touro Institutional Review Board (IRB) prior to any work beginning on the project. Additional training may be required before any research project is initiated to assure that all Touro University guidelines, including those of TouroCOM, are met and that the research is conducted safely. It is the responsibility of the research faculty mentor to assure compliance with all required certifications, training protocols and necessary permissions. Training certifications must be submitted to research faculty mentors and Dean/Director of Research before the beginning of the project. The campus Dean/Director of Research provides support for research design, statistical analysis, and preparation of IRB proposals.

Students will need approval by their research faculty mentor and/or the Dean/Director of Research prior to publishing any papers, presenting any posters or abstracts, or speaking at any meetings or conferences stemming from their research at TouroCOM.

Students selected to engage in research outside of Touro, such as NIH, AACOM, or other educational institutions, during the summer months must notify the Dean/Director of Research of this activity, and provide updates on any publications, posters, and presentations that stem from this activity.

MAINTENANCE OF MATRICULATION

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 “Maintenance of Matriculation,” as recommended by the SPC to the Dean/Assistant Dean of Student Affairs. A “Maintenance of Matriculation” student must register each semester and pay the requisite fees in order to maintain registration status. Duly registered “Maintenance of Matriculation” 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 “Maintenance of Matriculation” student shall apply and be chargeable to the Six-Year Rule described below. 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.

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 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.

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 at 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 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.

Degrees are granted upon satisfactory completion of the above requirements.

GRADUATE MEDICAL EDUCATION AND COMLEX OUTCOMES

Student performance on the national licensing exam (COMLEX Levels 1, 2, and 3) as well as student placement results in graduate medical education (residency) positions can be found here: <https://tourocom.touro.edu/do/outcomes/>

QUALIFICATION FOR LICENSURE

Osteopathic physicians are required to possess a license by the state(s) in which they choose to practice. Each state has its own requirements for granting licensure, and its own licensing board. Acceptance and matriculation in the program are not a guarantee of licensure. Upon receipt of the DO degree and successful completion of the three-part examination by the National Board of Osteopathic Examiners (NBOME), students are eligible for licensure in all 50 states, the District of Columbia, and all inhabited US territories.

MASTER OF SCIENCE (MS) IN INTERDISCIPLINARY STUDIES IN BIOLOGICAL AND PHYSICAL SCIENCES PROGRAM

THE PROGRAM AND ITS OBJECTIVES

The Master of Science program in Interdisciplinary Studies in Biological and Physical Sciences has been carefully designed for students who have the strong ambition to complete a medical education. This 10-month MS program provides students that are interested in becoming osteopathic and allopathic physicians an opportunity to prepare themselves for the academic rigors of medical school by immersing them into a biomedical curriculum that includes clinical anatomy, physiology, biochemistry, Immunology, Neuroanatomy and Histology. Students that are interested in dentistry, pharmacy, podiatry, physician's assistant, pathologists' assistant, and PhD programs can also strengthen their foundation in these core biomedical sciences through this program.

The faculty will encourage students to reach their full potential as they learn to focus on clear objectives in each course. Student performance will be closely followed with frequent evaluations and opportunities for corrections throughout each term.

The MS program can serve as a bridge to the DO program, and graduates who have achieved key academic and professionalism benchmarks, will be invited to enter the Touro College of Osteopathic Medicine the following year as first year students (see Direct Matriculation into the Touro College of Osteopathic Medicine section). Opportunities for admission to Touro College professional degree programs in Pharmacy, Physician's Assistant, and to the New York College of Podiatric Medicine may also be available.

DEGREE AWARDED

The Master of Science degree in Interdisciplinary Studies in Biological and Physical Sciences is conferred upon those who have fulfilled all program requirements, which include completion of the curriculum, a final cumulative GPA of at least a 3.0, and a passing grade on the Comprehensive Examination.

DIRECT MATRICULATION INTO TOURO COLLEGE OF OSTEOPATHIC MEDICINE

Graduates of the Masters of Science program who have met the following standards will be invited into the TouroCOM DO program as first year students:

- 1) Completion of the M.S. curriculum
- 2) A final program GPA of 3.450/4.0 or higher
- 3) A passing grade on the Comprehensive Examination
- 4) Demonstrated professionalism and conduct becoming of a physician throughout the program
- 5) Otherwise, adherence to the Admission deadlines and requirements listed on Touro College of Osteopathic Medicine website, including results from a CASPer™ (Computer-based Assessment or Sampling Personal Characteristics) assessment taken before the start of the first DO year.

ADMISSION PREREQUISITE REQUIREMENTS

1. A baccalaureate degree from an accredited college or university.
2. At the time the application is filed, applicants should:
 - a. possess an undergraduate science grade point average of at least 3.00 on a 4.00 scale.
 - b. possess an overall grade point average of at least 3.00 on a 4.00 point scale.
3. Candidates applying to the MS program should have met the following prerequisites in their undergraduate or post-baccalaureate study. Please note, a) online coursework cannot be used for any of the subjects below, and b) the minimum grade for any course below is “C” or better.
 - a. Biology: At least 8 semester hours (a 4 or 5 on the AP Biology exam or a 6 or 7 on the IB Biology are acceptable substitutes).
 - b. Inorganic Chemistry: At least 8 semester hours (a 4 or 5 on the AP Chemistry exam or 6 or 7 on the IB Chemistry are acceptable substitutes).
 - c. Organic Chemistry: At least 7 semester hours. 3 hours of Biochemistry may count toward your total.
 - d. Physics: At least 8 semester hours (a 4 or 5 on the AP Physics exam or a 6 or 7 on the IB Physics are acceptable substitutes).
 - e. English: If your BA/BS was completed in the English language, specific English coursework is not required. If your BA/BS was NOT completed in English 6 semester hours are required (a 4 or 5 on the AP English Composition or English Literature exam or a 6 or 7 on the IB Language A are acceptable substitutes)
 - f. 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 or 6 or 7 on the IB Mathematics are acceptable substitutes).
 - g. Behavioral Sciences: At least 3 semester hours. Behavioral Sciences include psychology, sociology, and anthropology, amongst others (a 4 or 5 on the AP Psychology exam, a 6 or 7 on the IB Psychology, or 6 or 7 on the IB Social and Cultural Anthropology acceptable substitutes within this category).

Please note, any AP score being used for a pre-requisite is subject to verification via a copy of your AP scores from College Board or your undergraduate institution.

Please refer to <https://help.liasonedu.com/> for a full listing of which subjects may be used to fulfill each of the above requirements.

4. MCAT score acceptable to the Program. GRE, DAT, PCAT scores are accepted, but an official MCAT score report is required for the opportunity to directly matriculate into the DO program upon completion of the MS program.

THE ADMISSION PROCESS

The Master of Science in Interdisciplinary Studies in Biological and Physical Sciences program accepts applications directly through the TouroCOM website. Click [here](#) to apply. The following steps are necessary for all prospective students applying for enrollment in the Master's program in Interdisciplinary Studies:

1. Application should be completed in its entirety and submitted prior to June 15, and all supporting documents below must be received by the Admissions Department by July 1. Applications received after this date may not be considered.
2. Applicants applying via the Touro University website will be charged an application fee of \$75.00, which must be submitted with the application.
3. Applicants must submit official transcripts from all colleges or universities attended.
4. Three letters of recommendation are required (two from individuals who can evaluate the applicant's science background.) An official letter from the college premedical committee may substitute the three letters of recommendation.
5. The MCAT, GRE, DAT or PCAT must be taken, and official scores (with verification code) sent to the Admissions Department, by mail or email, in order for the application to the Master of Science in Interdisciplinary Studies in Biological and Physical Sciences program to be considered complete. Note that an official MCAT report is required for the opportunity to directly matriculate into the DO program upon completion of the MS program. Students applying to the MS program without an official MCAT score may be offered acceptance into the MS program without the opportunity to directly matriculate into the DO program.

INTERVIEWS

Interviews, which may be required, will be offered at the discretion of the Touro College of Osteopathic Medicine.

STUDENT INFORMATION

For information on Permanent Address, Name Change, New Student Orientation, Student Identification, Student Email Account please refer to the Student Handbook of the Touro College of Osteopathic Medicine as posted online.

ACADEMIC CALENDAR

Please visit: <https://tourocom.touro.edu/do/academic-calendar/>

SYNOPSIS OF CURRICULUM

All Courses are offered at TouroCOM and are presented by the medical college faculty in lecture, workshop and laboratory venues. Please note courses are subject to change.

Fall Semester

Course Number	Description	Credits
CBE 530	Clinical Anatomy and Embryology I	7
CBE 500	Medical Biochemistry	4
CBE 550	Physiology I	4
CBE 510	Histology and Cell Biology	5
CBE 620	Law and Ethics in Medicine	1

Spring Semester

Course Number	Description	Credits
CBE 535	Clinical Anatomy and Embryology II	3
CBE 501	Medical Genetics	3
CBE 551	Physiology II	3
CBE 520	Neuroanatomy	4
CBE 600	Microbiology and Immunology	5
CBE 580	Health and Human Behavior	2
HS 668	Community Service	1

GRADING

At the end of each course a grade for each student is submitted by the faculty responsible for the instruction. A student's final letter grade in a course is assigned based upon the distribution of scores in the class. The cut off for each grade is calculated according to the following scale, where "Mean" refers to the mean course raw score on the campus and "SD" refers to standard deviation above or below the mean. For Credit Load and Contact Hours see DO Program.

GRADE	RAW SCORE/DEFINITION	GRADE VALUE
A+	Mean plus 1.5 (SD)	4.000
A	Mean plus 1.0 (SD)	4.000
A-	Mean plus 0.5 (SD)	3.667
B+	Mean	3.333
B	Mean minus 1.0 (SD)	3.000
B-	Mean minus 1.5 (SD)	2.667
C+	Mean minus 2.0 (SD)	2.333
C	Mean minus 2.5 (SD)	2.000
C-	Mean minus 3.0 (SD)	1.67
F	Less than 3 SD below the mean	0
W	Withdrawal	Not calculated in GPA
WU	Withdrawal Unsatisfactory	0
WNA	Withdrawal Never Attended	Not calculated in GPA
INC	Incomplete	Pending (not calculated in GPA)

Grades Definitions

- A+, A, A-, B+, B, B-, C+, C, C- – Letter grade assigned according to grading standards outlined for the program.
- F: A failing grade – Has 0 grade point value. Student attended/participated in 60% or greater of scheduled classes per semester but did not achieve passing grades on examination and assignments or stopped attending/participating after 60% or greater of scheduled classes in a given semester.
- I: 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).

Withdrawal Grades:

- 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 failing 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/rotation. 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.

REMEDATING AND RETAKING COURSE WORK

Students who finish the program with a GPA of less than 3.0 and who wish to earn the MS degree may have the option to remediate and/or retake course work to qualify to receive the MS degree. This option is not provided in any other circumstance and a student who finishes the program with a GPA of 3.0 or higher cannot remediate or retake course work to raise their GPA. Grades earned as a result of remediating or retaking course work/exams are not counted towards the requirements for direct matriculation into the DO program.

REPEATING COURSE WORK

Students who finish the program with a GPA of less than 3.0 may retake a course for which they record a grade of B- or lower. Two courses may be repeated and no course may be repeated more than once. The repeated course grade is calculated into the student's Grade Point Average as attempted and earned credit. The earlier course remains on the transcript but will not be calculated into the student's Grade Point Average and will only be calculated as attempted but not earned credit. Each time a course is attempted, it is considered an attempt when calculating the Pace of completion and maximum Time Frame measures for Satisfactory Academic Progress, regardless of whether the course is subsequently repeated for a better grade.

REMEDATING COURSE WORK

Students who finish the program with a GPA of less than 3.0 may remediate a grade of B- or lower in any two courses for up to a limit of a grade of B. Such remediation must be completed within six months of completing the program. This is an opportunity to quickly improve the GPA, when it is below 3.0 at the end of the program. The Course Director will establish the requirement for remediation.

COMPREHENSIVE EXAMINATION

New York State requires that research or a comparable experience shall be a component of each master's degree program. Therefore, as a requirement for attaining the Master's Degree in Interdisciplinary Science students must take and pass a comprehensive exam. The comprehensive exam is a roughly 200 question multiple choice test given at the conclusion of the program that covers material taught in the core science courses throughout the year. Achieving a passing score on the comprehensive exam is a requirement of the master's degree. Passing the comprehensive exam is also a requirement for direct matriculation into the TouroCOM DO program.

REMEDATING THE COMPREHENSIVE EXAM

Students who fail to pass the comprehensive exam administered at the end of the academic program, and who wish to earn the MS degree have the option to remediate and/or retake the exam (or an equivalent exam) to qualify to receive the MS degree.

GRADUATION

Graduation Requirements

Please refer to the "Degree Awarded" above.

Application for Graduation

It is the student's responsibility to schedule a graduation conference with an academic advisor or program director during the terminal semester of the program to determine whether the graduation 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 University.

After the graduation conference, the student must apply for graduation as advised by the college Registrar. 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.

Attendance at the Graduation Ceremony

All students are expected to attend the graduation ceremony. Participation in the ceremony 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 University's official degree conferral dates normally do not correspond to the dates on which commencement exercises take place.

PATHOLOGISTS' ASSISTANT (PathA) PROGRAM

PROGRAM OVERVIEW

The Pathologists' Assistant Master of Science Program has been carefully designed for students who have the clear objective to become a pathologists' assistant. Over the course of two years, students are intentionally immersed in basic biomedical sciences and practical curriculum which prepares them to work under the direction and supervision of a licensed physician who practices anatomic pathology. All courses are offered at the Touro University – Harlem campus and are presented by the Medical College Faculty in lecture workshop and laboratory venues. Basic Sciences courses include Anatomy (Cadaver Prosection Demonstration), Biochemistry, Embryology, Genetics, Histology, Immunology, Microbiology, Neuroanatomy and Physiology. Pathology and Pathology Laboratory courses include General and Systemic Pathology, Histology, Practical Autopsy and Surgical Pathology, Histotechnology and Laboratory Management. Faculty encourage students to research their full potential as they learn to focus on clearly attainable objectives in each course. Student performance is closely followed with frequent evaluations and opportunities for faculty-driven feedback throughout each term. The program has received approval of the preliminary report from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

APPLICATION PROCEDURE

Online applications will be accepted from November through April. All supporting materials must be received by June 15.

Application materials should include:

- Completed application
- Official transcripts from all accredited institutions attended
- Three letters of recommendation (two from individuals familiar with your academic work in the sciences) OR an official letter from your college premedical committee

Submit your completed application and official transcripts and scores to:

Dr. Piotr Kozlowski
Touro University – Pathologist' Assistant Program
230 West 125th Street, Room 537
New York, NY 10027
piotr.kozlowski@touro.edu

HOW TO APPLY

The first step in the application process is to create an account on Touro's online application system.

1. Visit apply.touro.edu and select the CREATE ACCOUNT tab, then enter the requested information (first and last name, email address, date of birth and zip code).
2. Create and enter a case-sensitive password. Note the instructions regarding a mixture of case-sensitive letters and symbols.
3. Click the CREATE ACCOUNT button.
4. If you have submitted an application to a different Touro University campus, you must create two applications by creating two separate accounts. You may use the same email address to create both accounts. Ignore the message you receive about creating a duplicate record and click CONTINUE AND CREATE ACCOUNT. A new record will be created and your previous record will not be deleted.

A new screen will appear with your application PIN number. If you wish to proceed immediately to the application:

1. Click the LOGIN button
2. Record your acceptance of the Terms of Use and Privacy Policies
3. Click the CONTINUE AND CREATE button

The PIN number will also be emailed to the address you entered, together with a link to the login screen you may use to login at another time should you be unable to complete the application in one sitting.

Completing the Application

After you have created an account and logged into the system:

Click the START APPLICATION button

1. If this is your first visit to the website, you will click the EDIT APPLICATION button.
2. Required items are designated with an asterisk (*) and the application cannot be submitted until all required items have been provided.

Legal Terms

- Please read, and then indicate your agreement to the Terms of Use.

Personal Information

- Enter the requested personal information.

Contact Information

- Enter the requested contact information.

Academic Plan

1. From the SCHOOL/COLLEGE drop down menu, select Touro University.
2. From the DEGREE PROGRAM drop down menu, select the degree option for which you are applying: PATHOLOGISTS' ASSISTANT.
3. For MATRICULATION STATUS: ARE YOU SEEKING A DEGREE? Select YES.
4. From the ENTERING AS drop down, select NEW GRADUATE STUDENT

Dormitory: Leave blank

The ISRAELI OPTION sections should be left blank. Provide all other requested information as directed.

Emergency Contact

- Provide contact information for a person who can be reached on your behalf in the event of an emergency.

Post-Secondary Academic Record

This section will not appear until you select Touro University in the ACADEMIC PLAN section above.

1. Enter the requested information for ALL colleges/universities you attended, including, but not limited to, the college/university from which you earned your degree(s).
2. Upload unofficial copies of your transcript, if available. Please note all students are required to submit OFFICIAL TRANSCRIPTS for all of colleges attended for the application to be considered complete. Incomplete applications will not be reviewed.
3. If you attended a school outside of the United States, please send an official copy of the transcript evaluation from a recognized evaluation service such as WES.
4. To locate your school(s) using the search function, first enter the two-letter abbreviation for the state in which your school is located, then click search. Select your school from the list of schools in that state.
5. If entering credit hours, note that credit hours must be rounded to the nearest tenth (e.g., 70.58 becomes 70.6, 70 becomes 70.0).
6. In this section, you may also enter information regarding any professional certifications, credentials, etc.

Personal Statement

1. Under the heading, select Touro University (NY)-Pathologists' Assistant.
2. Complete all 5 pages of the fillable PDF

3. Experiences/Awards (p. 1): Please answer each question briefly, in either list/bullet points or paragraph form.
4. Personal statement (p. 2-3): The page break will not be automatic when copy/pasting your statement, so please break up the text and be sure the full text appears when split between pages.
5. Pre-requisite verification chart (p. 4-5): Please list courses taken to fulfill each category. For repeated courses, you need only list the most recent or highest grade achieved.
6. For classes that include labs, you may indicate lecture/lab in one line (e.g., Biology 1 lecture/lab, 4+1, B+/A-)
7. Under “Additional Relevant Coursework”, you may list courses taken in pre-requisite categories beyond the minimum required credits.
8. Save the PDF to your computer, then upload to your application by using the “Upload Document” button at the bottom of the page.

Recommendations

Letters may also be submitted using the Touro online application system. To do so, you will need the name and email address of the letter writer (or, for committee letters, the name and email address of the person compiling the letters), and you will need to follow the steps below.

1. Click the RECOMMENDATION PROVIDER LIST button.
2. Click the ADD A RECOMMENDER button.
3. Insert the name and contact information for each reference.
4. For DIVISION OR PROGRAM, select ALL OTHER TOURO SCHOOLS AND PROGRAMS.
5. DO YOU WISH TO WAIVE YOUR RIGHT TO EXAMINE THIS LETTER OF RECOMMENDATION? We recommend selecting YES for this option; otherwise, your letter writers may not feel as though they can provide as much detail as expected.
6. WILL THIS PROVIDER BE SUBMITTING THE LETTER OF RECOMMENDATION ONLINE? You must select YES for this option.
7. Once the recommendation provider information is saved, an email will be sent to the online recommendation provider with an access code and instructions on how to proceed with the online recommendation.
8. When the recommendation provider submits the form to our office it will become a part of your application.
9. You can view the status of your online recommendations each time you log into your application account.

Please note the following:

1. Your Recommendations will automatically be matched to your application upon submission.
2. The access code is valid for 180 days from the date you input and save their information.
3. To complete the Recommendation online, a Recommendation provider must have a valid email address.
4. If you would like to send a reminder, check the box next to his/her name and click on the RESEND button. This will automatically generate a reminder email.

Check Your Application, And Then Submit

1. Click on the CHECK YOUR APPLICATION section to verify that the minimum required information/documents have been provided. Any missing information/documents will be noted and you will not be able to submit until they are provided. When all information/items are provided, you may click on the CONTINUE TO SUBMISSION button. Follow the instructions to pay the application fee and submit your application. Your application cannot be submitted until the application fee is paid. You will receive a confirmation email when your application is submitted.
2. IMPORTANT: Do not select the option to mail in a check for your application fee. Touro University New York requires that all application fees be paid via credit card through the online application. Mailed checks will not be processed.
3. Once submitted, you can edit your profile information (e.g., email address) but you cannot change anything else within the application. Make absolutely certain all information is correct before you submit your application.

Additional Application Materials Due

Once your online application has been received, your application will not be complete for review until the following materials have been received by each campus to which you are applying.

Official Transcripts must be submitted from all undergraduate institutions attended. E-transcripts are also accepted.

Letters of recommendation (please see above for methods of submission)

Application Verification

Once submitted and received, your secondary application materials will be added to your admissions file and you will be provided a status update via email.

ACADEMIC REQUIREMENTS AND PREREQUISITES

Application Requirements

- Bachelor's Degree from an accredited college or university. Foreign transcripts must be accompanied by a recognized evaluation transcript.
- Science *and* overall GPA from undergraduate institution:
 - Overall GPA: At least 3.00 (on a 4.0 scale)
 - Science GPA: At least 3.00 (on a 4.0 scale)

Academic Prerequisites

At a minimum, applicants should have completed the following undergraduate courses with a grade of **at least 2.5** on a 4.0 scale:

- Biology: At least 8 semester hours (a 4 or 5 on the AP Biology exam or a 6 or 7 on the IB Biology are acceptable substitutes).
- Inorganic Chemistry: At least 8 semester hours (a 4 or 5 on the AP Chemistry exam or 6 or 7 on the IB Chemistry are acceptable substitutes).
- Organic Chemistry: At least 7 semester hours. 3 hours of Biochemistry may count toward your total.
- English: If your BA/BS was completed in the English language, specific English coursework is not required. If your BA/BS was NOT completed in English 6 semester hours are required (a 4 or 5 on the AP English Composition or English Literature exam or a 6 or 7 on the IB Language A are acceptable substitutes).
- 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, or 6 or 7 on the IB Mathematics are acceptable substitutes).
- Behavioral Sciences: At least 3 semester hours. Behavioral Sciences include psychology, sociology, and anthropology, amongst others (a 4 or 5 on the AP Psychology exam, a 6 or 7 on the IB Psychology, or a 6 or 7 on the IB Social and Cultural Anthropology are acceptable substitutes within this category).

Please note, any AP score being used for a pre-requisite is subject to verification via a copy of your AP scores from College Board or your undergraduate institution.

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

INTERVIEWS

Generally, we schedule campus visits so that we may interview candidates in person. Phone or Skype interviews may be an option for those students who are otherwise unable to visit our campus.

The campus visit can include a tour of our facilities. Tours give applicants the chance to learn more about Touro AND the surrounding community, as well as available housing options.

Faculty members of the school conduct each interview, and submit their recommendations to the Program Director for review. An interview does not guarantee acceptance.

CREDIT LOAD AND CONTACT HOURS

The standard unit for measuring a student's course of study is the "semester hour." For classroom courses, one semester hour is equal to one academic hour (50 minutes) per week of classroom or direct faculty instruction and homework and assignments (estimated as two hours of out-of-class work) over a fifteen-week semester, or the equivalent amount of work distributed over a different amount of time. University-level lecture courses are normally assigned one credit per semester hour.

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.

Four credit hours are awarded for each month of rotation at a college certified rotation site.

PROGRAM SCHEDULE

Year 1 — Fall Semester		
Courses	Course Number	Credits
Medical Biochemistry	PATN 500	4
Histology and Cell Biology	PATN 510	5
Biomedical Terminology	PATN 515	1
Law and Ethics in Medicine	PATN 526	1
Clinical Anatomy and Embryology I	PATN 530	7
Physiology	PATN 550	4

Year 1 — Spring Semester		
Courses	Course Number	Credits
Medical Genetics	PATN 501	3
Neuroanatomy	PATN 520	2
Introduction to General Pathology	PATN 523	3
Histotechnology and Medical Imaging	PATN 525	4
Microbiology and Immunology	PATN 532	6
Clinical Anatomy and Embryology II	PATN 535	3

Year 1 – Summer Semester		
Courses	Course Number	Credits
General and Systemic Pathology I	PATN 560	7
Practical Pathology I	PATN 563	7
Laboratory Management	PATN 565	2

Year 2 – Fall Semester		
Courses	Course Number	Credits
General and Systemic Pathology II	PATN 571	3
Practical Pathology II	PATN 573	4
Clinical Rotations 1, 2, 3	PATN 575, 576, 577	12 total 4 each

Year 2 – Spring Semester		
Courses	Course Number	Credits
Clinical Rotations 4, 5, 6, 7	PATN 583, 584, 585, 586	16 total 4 each

Year 2 – Summer Semester		
Courses	Course Number	Credits
Clinical Rotations 8, 9, 10	PATN 587, 588, 589	12 total 4 each

1. If a student's absences have significantly impaired their ability to reasonably meet the educational objectives of the rotation, then remedial work (which may include a partial or complete repeat of the rotation) may be assigned.
2. Absences that may not rise to the level of necessitating a repeat of the rotation may still negatively affect their clinical evaluation and/or their grade.

GRADING

At the end of each course a grade for each student is submitted by the faculty responsible for the instruction. A student's final letter grade in a course is assigned based upon the distribution of scores in the class. The cut off for each grade is calculated according to the following scale, where "Mean" refers to the mean course raw score on the campus and "SD" refers to standard deviation above or below the mean.

GRADE	RAW SCORE/DEFINITION	GRADE VALUE
<i>A+</i>	Mean plus 1.5 (SD)	4.000
<i>A</i>	Mean plus 1.0 (SD)	4.000
<i>A-</i>	Mean plus 0.5 (SD)	3.667
<i>B+</i>	Mean	3.333
<i>B</i>	Mean minus 1.0 (SD)	3.000
<i>B-</i>	Mean minus 1.5 (SD)	2.667
<i>C+</i>	Mean minus 2.0 (SD)	2.333
<i>C</i>	Mean minus 2.5 (SD)	2.000
<i>C-</i>	Mean minus 3.0 (SD)	1.67
<i>F</i>	Less than 3 SD below the mean	0
<i>W</i>	Withdrawal	Not calculated in GPA
<i>WU</i>	Withdrawal Unsatisfactory	0
<i>WNA</i>	Withdrawal Never Attended	Not calculated in GPA
<i>INC</i>	Incomplete	Pending (not calculated in GPA)

Grade Definitions

- A+, A, A-, B+, B, B-, C+, C, C- – Letter grade assigned according to grading standards outlined above for each program.
- F: Unsatisfactory – A grade of ‘F’ is given to a student who has not satisfactorily completed course requirements.
- I: 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 of this catalog).

Withdrawal Grades:

- 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 failing 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/rotation. 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.

Inclement Weather

Students are responsible to communicate with their site the expectations/responsibilities during inclement weather. Students on rotations do not follow the Touro weather closings.

Responsibilities and Duties

All students will be expected to comply with the general rules established by the hospital, office, or clinic at which they are being trained. In addition to the rules established by the hospital or site, the Touro University rules and code of conduct still apply.

Should any problem or difficulty arise that the preceptors cannot initially resolve, the information should be communicated to the Program Director as soon as possible. Any time spent away from the hospital during regular duty hours for lectures, conferences, and other programs conducted at outside hospitals or universities must be pre-approved by the preceptor of the rotation hospital. Although patient care assignments take precedence over lectures and conferences, the hospital and preceptors are encouraged to allow the students to attend scheduled lectures.

Additional Guidelines:

In addition to the responsibilities listed above, additional requirements exist:

1. All evaluations are to be completed, signed, and reviewed with the student by the approved site preceptor(s).
2. Students are not permitted to accept financial compensation or any form of gratuity. Their training institution, when possible, may assign suitable housing accommodations and board.
3. Attendance by students is required at all conferences, discussions, study sessions, or any other programs of an educational nature designed specifically for students at the clinical site. Each conference should be documented with an attendance record.
4. Students shall learn and perform procedures under appropriate and proper supervision, in those areas where the training institution regulations permit such instruction.
5. The codes of Professionalism are to be adhered to at all times.

STUDENT OUTCOMES

As a requirement for attaining the Pathologists' Assistant Master's Degree students must take and pass a comprehensive exam. The comprehensive exam is a roughly 200 question multiple choice test that covers material from the entire year.

Students successfully completing the program will receive a Master's degree and be eligible to apply for licensure in New York State. Students may also seek certification through the American Society for Clinical Pathology Board of Certification Exam as a Pathologists' Assistant. Upon passing this exam, the student will qualify for New York State licensure. A graduate of the program will possess basic knowledge, skills and competency to work in Pathology Departments and private Pathology Laboratories.

QUALIFICATION FOR LICENSURE

Pathologists' assistants may be required to possess a license by the state(s) in which they choose to practice. Each state has its own requirements for granting licensure, and its own licensing board. State licensing for pathologists' assistants varies widely. Some states have licensing requirements specific to pathologists' assistants, some classify pathologists' assistants as laboratory personnel and require them to hold a license as such, and some don't have any requirements at all. Aspiring pathologists' assistants must contact their licensing board to ensure they have the necessary qualifications to practice in this field.

Acceptance and matriculation in the program are not a guarantee of licensure. Upon receipt of the PathA degree from a NAACLS-accredited program, students are eligible to sit for the American Society for Clinical Pathology (ASCP) certification examination.

In New York State, "To meet the education requirements for licensure as a pathologists' assistant, you must either have successfully completed a bachelor's or higher degree in a pathologists' assistant program registered by the Department, or the substantial equivalent of such a program as determined by the Department, or have a bachelor's or higher degree in a National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) accredited pathologists' assistant program."¹

PLEASE NOTE: The conferral of a Master of Science degree as a Pathologists' Assistant from Touro University is not contingent upon students passing any type of external certification or licensure examination, including but not limited to the ASCP Pathologists' Assistant Certification Examination.

¹ New York State Education Department. Office of the Professions. Licensure Requirements for Pathologists' Assistant. <https://www.op.nysed.gov/professions/pathologists-assistant/license-requirements>

COURSE DESCRIPTIONS

DOCTOR OF OSTEOPATHIC MEDICINE (DO) PROGRAM

FIRST YEAR COURSES

BSCN 603 MEDICAL BIOCHEMISTRY

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.*

BSCN 604 HISTOLOGY

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.*

BSCN 605 MEDICAL GENETICS

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, and concludes with the current approaches to the treatment of genetic diseases. The goal of this course is to understand basic molecular biology and emphasize the relevance of genetics in a clinical context. *3 credits.*

BSCN 606 CLINICAL ANATOMY & EMBRYOLOGY I

BSCN 608 CLINICAL ANATOMY & EMBRYOLOGY II

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. *BSCN 606: 7 credits, BSCN 608: 3 credits.*

BSCN 611 GENERAL PATHOLOGY

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.*

BSCN 612 IMMUNOLOGY

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.*

BSCN 619 NEUROANATOMY

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.*

BSCN 620 INTRODUCTION TO CULTURAL COMPETENCE IN HEALTHCARE

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 communities such as Harlem, Middletown, or Great Falls. 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*.

BSCN 635 PHYSIOLOGY I

BSCN 637 PHYSIOLOGY II

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. *BSCN 635: 4 credits, BSCN 637: 4 credits.*

OMMN 610 OSTEOPATHIC MANIPULATIVE MEDICINE (OMM) I Part 1

OMMN 621 OSTEOPATHIC MANIPULATIVE MEDICINE (OMM) I Part 2

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.

OMMN 610: 3 credits, OMMN 621: 3 credits

PRCN 606 SHADOWING

This elective (voluntary) course is completed by shadowing a health professional for no less than three hours, thereby providing firsthand exposure to the practice of clinical medicine. Students are responsible for setting up their own shadowing experience. *0 credits*

PRCN 607 PHYSICAL DIAGNOSIS I

PRCN 623 PHYSICAL DIAGNOSIS II

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.

PRCN 607: 3 credits, PRCN 623: 3 credits

PRCN 647 PROFESSIONALISM AND MEDICAL ETHICS

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. *2 credits*

SECOND YEAR COURSES

BSCN 624 MEDICAL MICROBIOLOGY AND IMMUNOLOGY I

BSCN 636 MEDICAL MICROBIOLOGY AND IMMUNOLOGY II

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. *BSCN 624: 4 credits, BSCN 636: 3.5 credits*

BSCN 633 SYSTEMATIC PATHOLOGY I

BSCN 646 SYSTEMATIC PATHOLOGY II

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 course is a continuation from the 1st year General Pathology course, where the second phase continues to examine each major organ system in a logical and thorough fashion, with emphasis on the pathogenic mechanisms, morphology, and clinical manifestations of each disease condition. There are two, 50-minute interactive sessions, where students are exposed to cases, digital images (gross and microscopic), and boards-style multiple choice questions. These sessions enhance the understanding of the morphologic alterations in diseased tissues, as well as promote diagnostic skills at the gross and microscopic levels. The course will align and complement the Medical Microbiology and Immunology and Clinical System second year courses. Throughout the second-year modules, the course will also incorporate vertical integration of pertinent anatomy, histology, general pathology, physiology, microbiology, immunology, biochemistry, genetics, radiology/diagnostic imaging, and laboratory medicine. *BSCN 633: 5 credits, BSCN 646: 5 credits*

BSCN 634 PHARMACOLOGY I BSCN 647 PHARMACOLOGY II

This course consists of comprehensive video lectures and clinical correlations that focuses 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. *BSCN 634: 4 credits, BSCN 647: 4 credits*

CLIN 600 INTRODUCTION TO CLINICAL ROTATIONS

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*

OMMN 625 OSTEOPATHIC MANIPULATIVE MEDICINE (OMM) II Part 1 OMMN 637 OSTEOPATHIC MANIPULATIVE MEDICINE (OMM) II Part 2

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.

OMMN 625: 3 credits, OMMN 637: 3 credits

PRCN 611 PREVENTIVE MEDICINE AND PUBLIC HEALTH (PMPH)

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*

PRCN 616 MEDICAL SIMULATION

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*

PRCN 626 BEHAVIORAL MEDICINE

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. *3 credits*

PRCN 627 CLINICAL SYSTEMS I

PRCN 646 CLINICAL SYSTEMS II

The Clinical Systems Course is composed of organ system-based modules 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 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.

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.

PRCN 627: 7 credits, PRCN 646: 7 credits

PRCN 632 EARLY CLINICAL EXPERIENCE – INTRODUCTION TO DOCTORING PART 1
PRCN 601 EARLY CLINICAL EXPERIENCE – INTRODUCTION TO DOCTORING PART 2

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, employing health literacy, demonstrating competency in 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. *PRCN 632: 3 credits, PRCN 601: 3 credits*

CLINICAL ROTATIONS

OBSTETRICS & GYNECOLOGY

CLIN 703	6 CREDITS	4 WEEKS
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This four-week clerkship provides students with an experience in both gynecologic medicine and surgery, and obstetrical care and surgery. The clerkship setting may include experiences in inpatient and outpatient care, and may include assignment to labor and delivery, and/or other units and subspecialties. Students will be engaged under the direct supervision of the physician(s) and are expected to function as an integral member of the healthcare team. Students will have the opportunity to develop skills for conducting gynecological exams and breast exams, participate in labor/delivery, surgery, and provide postpartum care. Students will learn how to counsel and communicate appropriately with patients about family planning, sexually transmitted infections, preventive medicine, appropriate screening tests, and health maintenance. The clinical rotation should include how OMM principles and practice are utilized in this specialty.

PEDIATRICS

CLIN 704	6 CREDITS	4 WEEKS
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This four-week clerkship provides students with an experience in general pediatrics, from neonates through young adulthood. The clerkship focus is on ambulatory care; however, it may include in-patient care, newborn nursery, neonatal intensive care, and/or emergency department. This clerkship will allow the student an opportunity to gain clinical experience in evaluating both sick and well infants, children and adolescents. The clerkship experience may also include specialty pediatrics such as allergy and immunology or other subspecialties.

Students are expected to utilize their clinical skills and apply knowledge in incorporating osteopathic principles and practice, as students will also begin to develop their core [AACOM Entrustable Professional Activities](#) (EPAs) as they prepare for residency.

PSYCHIATRY

CLIN 705	6 CREDITS	4 WEEKS
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This four-week clerkship provides students with opportunities to evaluate patients with psychiatric illness, and conduct patient interviews and mental status exams. The student will develop skills to formulate an appropriate differential diagnosis, to make a diagnosis, and to propose treatment options in patient care situations. Clerkship experience opportunities include hospital and outpatient settings. Students will learn to apply knowledge about psychopharmacologic agents and will gain experience in indications for psychological testing, interventions, and other options for therapy, and substance abuse/addiction management.

EMERGENCY MEDICINE

CLIN 708	6 CREDITS	4 WEEKS
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This four-week clerkship provides students with a clinical experience in the Emergency Department (ED) at a community hospital or a university hospital setting. The student will gain clinical knowledge regarding the approach to the ED patient, and an opportunity to develop skills in basic procedures, the ability to formulate differential and/or definitive diagnosis, basic management of urgent and emergency medical and/or surgical conditions underscoring the ability to differentiate patient acuity. The student will participate as a member of the ED treatment team in the general care of the patient and interact with members of an interprofessional team to provide optimal patient- centered care.

FAMILY MEDICINE

CLIN 709	12 CREDITS	8 WEEKS
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This eight-week clerkship provides students with a broad-experience in the current practice of ambulatory family medicine as a primary health care discipline. The setting may be an ambulatory care center, a family medicine clinic affiliated with a hospital, or in a family medicine clinical preceptor's office. However, an Urgent Care setting is not an appropriate setting for this clerkship. The clinical experience includes working with the physician(s) to provide care for new and established patients, with an opportunity to develop history taking and physical examination skills, as well as interpret lab and/or diagnostic studies, and develop an appropriate differential and/or definitive diagnosis, and treatment plan. Emphasis is on preventive care, health maintenance, and wellness including but not limited to behavior and lifestyle modifications, as well as osteopathic philosophy and treatment when applicable. Students will see diverse populations and are expected to demonstrate cultural sensitivity, and develop an awareness of the impact of families and culture on health problems.

INTERNAL MEDICINE

CLIN 710

12 CREDITS

8 WEEKS

This eight-week clerkship provides students with a general experience in inpatient internal medicine. The clerkship may include specialty medicine, intensive care unit, and/or outpatient care, however, the majority of the clinical experience is focused on general medicine for the hospitalized patient, for acute and chronic conditions. Students will be engaged under the direct supervision of the physician(s) and are expected to function as an integral member of the healthcare team. Emphasis is on the development of skills necessary to evaluate and manage patients with general medical conditions/problems. Students will have the opportunity to develop history taking and physical examination skills, as well as interpret lab and/or diagnostic studies, and develop an appropriate differential and/or definitive diagnosis, and treatment plans. The student will gain knowledge about recording data, and how to access and utilize data. Teaching is conducted through clinical rounds, conferences, and lectures. Students will gain experience in pathology of systems including cardiovascular, gastrointestinal, hematology/oncology, immunology, infectious diseases, neurology, pulmonary, rheumatology, and renal, as well as substance abuse. Students will see diverse populations and are expected to demonstrate cultural sensitivity.

GENERAL SURGERY

CLIN 711

12 CREDITS

8 WEEKS

This eight-week clerkship provides students with an opportunity to acquire basic skills for the evaluation of the surgical patient. Students will engage under the direct supervision of the surgeon(s). The student experience includes surgical pre-operative preparation, surgical assistance, and post-operative care. Emphasis is on indications for procedures, proper OR etiquette and procedures, surgical complications, and post-operative care. Students learn about surgical consults and different surgical specialties. Students may have the opportunity to participate in general surgery, abdominal, breast, chest, head and neck, neurosurgical, orthopedic, plastic, urologic, and vascular procedures. Along with actively participating in clinical activities with the surgical faculty and/or residents, students are expected to attend formal didactic sessions such as Surgical Grand Rounds, Tumor Board, and Case Presentations, as provided by the respective site.

NON-CORE / ELECTIVE

CLIN 716A

6 CREDITS

4 WEEKS

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.

PRIMARY CARE

CLIN 898	6 CREDITS	4 WEEKS
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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.

SUB-INTERNSHIP

CLIN 859	6 CREDITS	4 WEEKS
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Students must complete a Sub-Internship in any of the following clinical disciplines of their choosing during their fourth year (Family Medicine, Internal Medicine, OBGYN, Pediatrics, Psychiatry, or Surgery) and the Sub-Internship MUST be done at a site that has a RESIDENCY in that specific discipline. This four-week Sub-Internship provides the student with the clinical experience to serve as a sub-intern on a general hospital-based service (Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry, or Surgery) and allows the student an opportunity to further develop their skills in assessing and treating hospitalized patients. The student is expected to function as an integral member of the healthcare team, and to interact with the interprofessional team to provide optimal patient-centered care. To ensure a strong clinical experience, adequate teaching and supervision, and realistic expectations for that of a future resident this rotation must be done at a hospital with a residency in that specific discipline.

ELECTIVES

CLIN 813A	6 CREDITS	4 WEEKS
CLIN 813B	6 CREDITS	4 WEEKS
CLIN 813C	6 CREDITS	4 WEEKS
CLIN 813D	6 CREDITS	4 WEEKS
CLIN 813E	6 CREDITS	4 WEEKS
CLIN 813F	6 CREDITS	4 WEEKS
CLIN 813G	6 CREDITS	4 WEEKS
CLIN 813H (<i>Optional</i>)	6 CREDITS	4 WEEKS

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

MASTER OF SCIENCE IN INTERDISCIPLINARY STUDIES IN BIOLOGICAL AND PHYSICAL SCIENCES (MS) PROGRAM

CBE 500 MEDICAL BIOCHEMISTRY

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.*

CBE 501 MEDICAL GENETICS

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, and concludes with the current approaches to the treatment of genetic diseases. The goal of this course is to understand basic molecular biology and emphasize the relevance of genetics in a clinical context. *3 credits.*

CBE 510 HISTOLOGY AND CELL BIOLOGY

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.*

CBE 520 NEUROANATOMY

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. *4 credits*.

CBE 530 CLINICAL ANATOMY & EMBRYOLOGY I

CBE 535 CLINICAL ANATOMY & EMBRYOLOGY II

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. *CBE 530: 7 credits, CBE 535: 3 credits*.

CBE 550 PHYSIOLOGY I

CBE 551 PHYSIOLOGY II

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. *CBE 550: 4 credits, CBE 551: 3 credits*.

CBE 580 HEALTH AND HUMAN BEHAVIOR

This course is designed to examine how behavioral, social, and cultural factors impact human health and illness. This course will cover current topics in health behavior and public health using an interactive, participatory format. The course will cover historical and current topics that are especially relevant today to better understand health and illness. A variety of resources are utilized in class to explore wellness, health, and their relationships in global communities. *2 credits*

CBE 600 MICROBIOLOGY AND IMMUNOLOGY

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. *5 credits*.

CBE 620 LAW AND ETHICS IN MEDICINE

This course will examine contemporary topics in medical law and ethics (DNR orders, ethics issues in research, treating minors, truth telling, advanced directives, cultural issues in medicine, physician aid in dying, and professionalism). A case will be presented during class, followed by a discussion by the instructor and students. The current literature/recommendations referring to the specific issue will be evaluated during these interactive sessions. *1 credit*

HS 668 COMMUNITY SERVICE

The Introduction to Community Service will expose students to challenges in understanding cultural and sexual diversity, as well as associated health disparities as an important factor which may potentiate or inhibit the success of a caregiver in an inner-city or poor rural community. The Instructor and invited professors, researchers, speaker/authors and activists will present general information on cultural diversity and cultural competence to create awareness and sensitivity to these issues. Students will learn to identify the important features of various populations and cultures in order to have more successful interactions, leading to effective patient management and better health outcomes. This process will be conducted in an open forum with all classmates participating at will. *1 credit*.

MASTER OF SCIENCE IN PATHOLOGISTS' ASSISTANT (PATHA) PROGRAM

PATN 500 MEDICAL BIOCHEMISTRY

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.*

PATN 501 MEDICAL GENETICS

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, and concludes with the current approaches to the treatment of genetic diseases. The goal of this course is to understand basic molecular biology and emphasize the relevance of genetics in a clinical context. *3 credits.*

PATN 510 HISTOLOGY AND CELL BIOLOGY

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.*

PATN 515 BIOMEDICAL TERMINOLOGY

Medical terminologies are universal; it allows the healthcare personnel to communicate in the language of medicine. In the field of medicine, being able to master medical terminologies is the foundation for understanding details in relation to a patient's condition and treatment. This course is designed as an introduction to the Pathologists' Assistant curriculum as an overview of the fundamental principles of elementary medical terminology that includes anatomy, physiology, systems, diagnostics testing, and pharmacology. Our goal is to provide the students with basic elements and rules to build and understand medical vocabulary. *1 credit.*

PATN 520 NEUROANATOMY

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. *2 credits.*

PATN 523 INTRODUCTION TO GENERAL PATHOLOGY

General pathology is the study of disease, the expression of structural and functional abnormalities of tissues and organs. Pathology presents the framework within which knowledge is integrated across traditional disciplines and applied to clinical medicine. In this course, students will apply their knowledge of histology, cell biology, biochemistry, anatomy and physiology to understanding the causes (etiology) and mechanisms (pathogenesis) underlying disease in general. This course, commonly referred to as “Robbins First Ten Chapters” (Robbins and Cotran Pathologic Basis of Disease. 9th Ed. 2015), teaches general concepts necessary to understand concepts and details of organ/system pathology.

In this course, students will apply the pathophysiology principles to establish a proper relationship between structure and function, consequently understanding how possible alterations lead to onset of disease. To further this association, the pathology lab will make use of clinical cases to assist the students to have a deeper understanding of how this scientific knowledge could possibly apply in a clinical setting. In the Introduction to General Pathology course, students will integrate the foundations learned in anatomy, physiology, immunology, and genetics and gear this content toward pathology principles and in association with the epidemiological relevance of each disease process. The mastery of the course content will be constantly challenged and reinforced by the integrated use of multiple-choice exams, morphological quizzes, and clinical scenarios, all set to reproduce the usual demands encountered not only by pathologists but also by other physicians in clinical practice. Their knowledge will work in alignment with the competency of Interpersonal and Communication Skills, which will be promoted by small group discussions during clicker and lab sessions, enabling the students to establish and maintain relationships as they brainstorm medical problems. Finally, as in any course, we consistently strive to model professional behavior and use time together in the classroom and lab sessions to demonstrate and practice effective interpersonal and communication skills. Assessment and feedback of the student mastery of these competencies will primarily be through formative in-class assessment and discussion, interaction with faculty in the lab setting, and summative multiple-choice exams. *3 credits.*

PATN 525 HISTOTECHNOLOGY AND MEDICAL IMAGING

Histotechnology is the preparation of anatomic pathology materials for further examination, typically microscopic in nature. Although the most common type of preparation includes embedding, cutting and staining formalin-fixed anatomic pathology materials for microscopic review, this course will also introduce ancillary techniques that are frequently used in combination with routine histologic preparations for diagnostic or investigative tissue evaluation. Special emphasis will be given to practical sectioning of frozen sections of variety of unfixed tissues.

In the Medical Imaging part of this course, students will be introduced to and perform hands-on exercises in medical photography. Medical photography serves an important role in preserving the intact appearance of a specimen before it has been dissected for further testing. It may be regarded as a form of medicolegal documentation but can also provide information to a pathologist about gross features of a lesion and can be used to designate histologic sections. Photographs may also be used to document a specimen for medicolegal purposes, annotate microscopic descriptions sampled from a complex surgical pathology specimen, enhance a pathology report, or for educational purposes. This course is meant to be an introduction to medical photography, with the understanding that the student will be provided with further disease-specific photography opportunities in second year rotations. *4 credits.*

PATN 526 LAW AND ETHICS IN MEDICINE

This course will examine contemporary topics in medical law and ethics (DNR orders, ethics issues in research, treating minors, truth telling, advanced directives, cultural issues in medicine, physician aid in dying, and professionalism). A case will be presented during class, followed by a discussion by the instructor and students. The current literature/recommendations referring to the specific issue will be evaluated during these interactive sessions. *1 credit.*

PATN 530 CLINICAL ANATOMY & EMBRYOLOGY I

PATN 535 CLINICAL ANATOMY & EMBRYOLOGY II

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. *PATN 530: 7 credits, PATN 535: 3 credits.*

PATN 550 PHYSIOLOGY

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. *4 credits*.

PATN 560 GENERAL AND SYSTEMIC PATHOLOGY I

Pathology is the study of disease. This course will provide students with the ability to understand pathophysiologic mechanisms of disease, associate how certain mechanisms contribute to clinical presentations, symptoms and disease patterns, and recognize key morphologic gross and histopathologic features and changes seen in organs associated with certain disorders. The first portion of the course focuses on basic pathologic processes which affect all systems of the body. The remainder of the course will consist of a presentation of the disease processes which affect specific organ systems of the body. Acquisition of this knowledge will enhance the student's understanding and application of pathologic practices and principles and follow the pathologists' assistant core competencies. Prerequisites include Clinical Anatomy and Embryology I and II, Histology and Cell Biology, Physiology, and Histotechnology and Medical Imaging. This course also complements the Practical Pathology I course. *7 credits*.

PATN 563 PRACTICAL PATHOLOGY I

This course is designed to transition the pathologists' assistant student from the knowledge-based basic science curriculum into the more practical aspects of day-to-day pathologists' assistant work that will be expanded and built upon during their subsequent clinical rotations and throughout their career. The course sequence parallels that of General/Systemic Pathology I and is to be taken at the same time, building on principles of Histology and Cell Biology, Histotechnology and Medical Imaging, Clinical Anatomy and Embryology I and II, and Physiology previously introduced. In addition to instruction focused on gross appearance of the diseases covered in General/Systemic Pathology I, the student will learn how to sample and process specimens (adult, geriatric, pediatric, neonatal) obtained from patients with these diseases, whether surgically or at autopsy, to fulfill standardized criteria for pathology reports. Pertinent laboratory and clinical findings will also be incorporated, with emphasis on choice of pathologic analysis studies. *7 credits*.

PATN 565 LABORATORY MANAGEMENT

Effective laboratory management involves the orchestration of multiple aspects of a laboratory to ensure high quality reproducible materials. Included are aspects of compliance with regulatory agencies, monitoring of safety, document management, personnel management, procurement of supplies, proper billing, quality assurance, and laboratory information systems. *2 credits*.

PATN 570 GENERAL AND SYSTEMIC PATHOLOGY II

Pathology is the study of disease. This course will provide students with the ability to understand pathophysiologic mechanisms of disease, associate how certain mechanisms contribute to clinical presentations, symptoms and disease patterns, and recognize key morphologic gross and histopathologic features and changes seen in organs associated with certain disorders. The first portion of the course focuses on basic pathologic processes which affect all systems of the body.

The remainder of the course will consist of a presentation of the disease processes which affect specific organ systems of the body. Acquisition of this knowledge will enhance the student's understanding and application of pathologic practices and principles and follow the pathologists' assistant core competencies. Prerequisites include Clinical Anatomy and Embryology I and II, Histology and Cell Biology, Physiology, Histotechnology and Medical Imaging, and General and Systemic Pathology I. This course also complements the Practical Pathology II course. *3 credits.*

PATN 573 PRACTICAL PATHOLOGY II

This course is designed to transition the pathologists' assistant student from the knowledge-based basic science curriculum into the more practical aspects of day-to-day pathologists' assistant work that will be expanded and built upon during their subsequent clinical rotations and throughout their career. The course sequence parallels that of General/Systemic Pathology II and is to be taken at the same time, building on principles of Histology and Cell Biology, Histotechnology, Medical Imaging, Clinical Anatomy and Embryology I and II, Physiology and Practical Pathology I. In addition to instruction focused on gross appearance of the diseases covered in General/Systemic Pathology, the student will learn how to sample and process specimens (adult, geriatric, pediatric, neonatal, infant) obtained from patients with these diseases, whether surgically or at autopsy, to fulfill standardized criteria for pathology reports. Pertinent laboratory and clinical findings will also be incorporated, with emphasis on choice of pathologic analysis studies. *4 credits.*

PATN 575, 576, 577 CLINICAL ROTATIONS 1, 2, 3

PATN 583, 584, 585, 586 CLINICAL ROTATIONS 4, 5, 6, 7

PATN 587, 588, 589 CLINICAL ROTATIONS 8, 9, 10

Clinical Rotations are designed to transition the pathologists' assistant student from the knowledge-based basic science curriculum into the more practical aspects of day-to-day Pathologists' Assistant work. Clinical Rotations will be built upon knowledge of General and Systemic Pathology, Practical Pathology, and upon Laboratory Management courses given during the third and fourth semesters. The Clinical Rotations will expose students to the practical hands-on work in real life environments and will expand the knowledge received in the didactic classes. Students will participate in the routine, everyday work of a pathologists' assistant. Students will learn how to prepare and perform an autopsy, how to prepare specimens, how to appropriately document specimens, and how to properly dissect surgical and biopsy specimens. Students will also be introduced to ancillary diagnostic techniques and methodologies. *4 credits each.*

STUDENT SERVICES

TOUROONE 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 tuition payments enroll in payment plan, and sign up for e-refunds
- Viewing textbook information (titles, authors, ISBNs, prices)
- Check for any holds on their accounts
- Check financial aid status
- Download financial aid forms
- Print unofficial transcripts
- Order official transcripts
- Access their Touro email accounts
- Access the Canvas learning management system

OFFICE OF THE REGISTRAR

The Office of the Registrar supports teaching and learning at Touro University 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: <https://tourocom.touro.edu/do/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/>

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.

Students wishing to speak with the Director of Financial Aid must make an appointment. <https://tourocom.touro.edu/admissions—aid/financial-aid/>

GRADUATE FINANCIAL AID

Touro University is committed to helping students afford the opportunity for a valuable education. In order for Touro to determine eligibility for its financial aid programs, all students except international students must complete the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/h/apply-for-aid/fafsa>. Financial aid is provided through college, state, and federal funds for scholarships, grants, loans, and employment. Awards are designed to recognize scholastic achievement, service, and/or demonstrated need. The variety of financial aid programs available allows many students to greatly reduce their educational costs while attending Touro University.

It is the student’s responsibility to request, complete, and submit all forms with necessary documentation for all financial aid programs, including scholarships, in a timely manner. Students who would have otherwise been eligible may not receive funding when they fail to timely submit documents. All financial aid programs are subject to availability and funding levels.

Financial aid awards are not guaranteed and may be reduced or cancelled after being offered or disbursed to students. Financial aid awards are subject to all revisions in federal, state and institutional policies, availability of funds, changes in enrollment, changes in housing status, as well as updates in FAFSA information, failure to meet minimum grade requirements, failure to complete the semester, and failure to timely submit all required documentation.

Students must meet Satisfactory Academic Progress (SAP) requirements at all times in order to receive and retain financial aid.

Because of the nature of federal, state and institutional guidelines affecting financial aid programs, the information contained in this catalog is subject to change. For further information about available financial aid programs and whether you meet eligibility requirements please contact:

<https://studentaid.gov/h/apply-for-aid/fafsa> - federal website for submitting the Free Application for Federal Student Aid

<https://studentaid.gov> - federal website for student and parent loan applications and information

<https://nslds.ed.gov/npas/> - federal website for reviewing the student's financial aid history

<https://www.csac.ca.gov/cal-grants> - state website for California students to apply for various grants

<http://www.isac.org/students/> - state website for Illinois students to apply for various grants

<https://www.hesc.ny.gov/> - state website for New York students to apply for various grants

Financial Aid Self-Service & Student Administrative Services Help Desk

Financial aid is an enabling element in your educational pursuit. To that end, Touro has implemented the TouroOne student portal. With this system, you can review your financial aid awards in real-time, accept or reject loan-based financial aid, gain insight into what might be delaying your financial aid, and much more. You can also register and pay your bill via the student portal. Visit <https://touroone.touro.edu/>

As part of our Financial Aid Self-Service tool, our student services helpdesk aims to assist all students at the Touro University with their student services questions. To assist you off-campus or for general financial aid inquiries, please contact TouroOne Helpdesk at help@touro.edu, via phone at 844-868-7666 or via Zoom. To schedule a meeting with our specialist, visit <https://tcus.service-now.com/sp>

Federal Application Requirements and Procedures

All students who wish to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA or a Renewal FAFSA) and submit it to the U.S. Department of Education (ED) once for each academic year. The FAFSA can be completed online at <https://studentaid.gov/h/apply-for-aid/fafsa>. Applications become available on October 1 for the upcoming school year that begins with the following summer semester. For example, for the 2022-2023 academic year (which includes the summer 2022, fall 2022 and spring 2023 semesters) the FAFSA was available on October 1, 2021.

Financial aid funding is designed to help bridge the gap between the cost of attending a college and the student's (and parent's, when applicable) available resources. Most awards are determined by need. Please note, financial need has no bearing on admission decisions. Touro administers federal, state, institutional and local sources of aid, as detailed in the following pages.

Students who wish to apply for scholarships, grants, work-study and/or parent and student loans are required to complete the FAFSA. The college codes to be used on the [FAFSA](#) for Touro's locations are listed below.

State	Touro Location	College Code
California	Touro University California (TUC)	041426
California	Touro University Worldwide (TUW)	041425
Illinois	Hebrew Theological College (HTC)	001685
Nevada	Touro University Nevada (TUN)	041426
New York	New York Medical College (NYMC)	002784
New York	All locations except NYMC	010142

The FAFSA is available online at <https://studentaid.gov/h/apply-for-aid/fafsa>. For maximum consideration for all types of financial aid, students should file their FAFSA applications as soon as possible after October 1st of each year at <https://studentaid.gov/h/apply-for-aid/fafsa>

Requirements for Title IV (Federal) Financial Aid

In order to qualify for federal financial aid, students:

- Must be accepted into one of Touro's degree granting programs and must be fully matriculated in that program.
- Must have a high school diploma or its recognized equivalent, such as a general educational development or GED certificate or have completed home schooling at the secondary level as defined by state law.
- Must be making satisfactory academic progress toward their degree.
- Must be enrolled at least half time to receive to receive federal loans.
- Must not have been convicted of possession or sale of illegal drugs for an offense that occurred while receiving federal financial aid (see Question on the FAFSA for additional eligibility information).
- Incarcerated students are not eligible for federal student loans but are eligible for Federal Work Study and Federal Supplemental Educational Opportunity Grants. They are also eligible for Pell Grants if not incarcerated in a federal or state penal institution.
- Must not be in default on a prior federal student or parent loan that has not been rehabilitated. Contact the Office of Financial for loan rehabilitation information.
- Must be a U.S. citizen or permanent resident or other eligible non-citizen.
- Must have a valid Social Security Number.
- With the exception of unsubsidized Loans and PLUS Loans, all other federal student aid requires students to demonstrate financial need.
- agree to use any federal student aid received solely for educational purposes.
- sign a statement of educational purpose/certification statement on refunds and defaults.

Federal Verification Requirements

When the FAFSA is filed, the federal government reviews the data submitted and selects certain applications for a process called Verification. Generally, approximately thirty percent of FAFSA applications are selected for verification. The verification process helps the federal government to ensure that students' information is accurate and that they receive all funds for which they qualify. If a student's application is selected, the student, his or her spouse and/or parents must submit documents that support the information supplied on the FAFSA to the Touro's Office of Financial Aid. This usually includes copies of the appropriate year's IRS Tax Transcripts, a Verification Worksheet (supplied by Touro) and other supporting documentation as required.

In its review of financial aid files Touro also selects students for verification. Students who are selected for institutional verification are subject to the same rules as those who were selected by the federal government.

Usually, graduate students are only required to complete verification if they are selected and plan to participate in the Federal Work-Study Program.

At times students submit documents and information that contradicts that already provided to Touro. When contradictory information is submitted, the Office of Financial Aid is required by law to resolve the conflict. Resolution of contradictory information typically requires that the student submit additional documents, which lengthens the verification process.

As part of the federal Verification process, Touro may also request proof of High School Completion (or its recognized equivalent), proof of the receipt of Supplemental Nutritional Assistance Program benefits (SNAP), and/or proof of child support payments. Students may also be requested to appear in person and provide government issued photo identification and sign a Statement of Educational Purpose.

The Touro Office of Financial Aid will review the information on the FAFSA and make required corrections where necessary. This process may change a student's financial aid eligibility. Students will be notified if corrections result in a change in eligibility.

Students are advised as to due dates for submission of their documents and information in individual communications about verification. Students (and parents, if applicable) who fail or refuse to complete verification are ineligible for financial aid, including loans.

Requirements for Determination of Independent Student Status for Financial Aid

To be considered an independent student for any federal (and some state) financial aid programs, students must meet one of the following criteria:

- A. Age 24 or older as of Dec. 31 of the award year
- B. For students under 24, one of the following criteria must be met:

- Orphan, foster child, or ward of the court at age 13 or older
- Veteran or currently engaged in active duty in the U.S. armed forces for purposes other than basic training
- Have legal dependents other than a spouse for whom he/she provides more than 50 percent financial support
- Enrolled in a graduate or professional program
- Married student (at the time the FAFSA is signed)
- Classified by the Office of Financial Aid as independent because of other unusual circumstances that have been fully documented and are consistent with federal regulations
- Have had a legal guardian as determined by a state court
- An unaccompanied youth who is determined to be homeless, or at risk of being homeless, by a school district, shelter director, or the U.S. Department of Housing and Urban Development
- Emancipated minor as determined by a court in his/her state of legal residence

Touro reserves the right to revise its financial aid programs. All programs are subject to change due to modifications in government or institutional policies. Additional criteria and information may be obtained from the Office of Financial Aid. Students are responsible for reading the Financial Aid Terms & Conditions before deciding to accept or reject their financial aid. View the disclosures at “View the disclosures” within your account in the Touro One Portal.

Apply for Aid in 6 Steps

Step 1: Create an FSA ID

If you haven’t done so previously, you will need to create your own FSA ID account to complete federal student aid tasks.

Step 2: Complete the Free Application for Federal Student Aid (FAFSA) on or after October 1st or download the FAFSA mobile app on IOS or Android.

- Documents you will need
- Transfer Tax Information to your FAFSA using the data retrieval tool (DRT).
- **Do not select** “Will File” status
- Touro University Main Campus Code is 010142

Step 3: Review the Tuition Costs

The maximum amount of aid applied for in a year cannot exceed the cost of attendance (COA) for that year. The Cost of Attendance is an estimate of a student’s educational expenses for their period of enrollment in the academic year. Students are not required to take out the maximum allowable amount and are able to determine their specific needs based on their own circumstances. Please consult with your financial aid counselor to discuss your specific needs.

Step 4: Complete the Entrance Counseling

First time borrowers at Touro University must complete the [Entrance Counseling](#). This will ensure you understand the terms and conditions of your loan and your rights and responsibilities. You will learn what a loan is, how interest works, your options for repayment, and how to avoid delinquency and default. **Make sure to complete the Entrance Counseling for Graduate and Professional students.**

Step 5: Sign Master Promissory Note (MPN)

First time borrowers taking out a Direct Unsubsidized Loan must complete and sign an [MPN](#).

Step 6: For the Graduate Plus loan, please complete:

- Direct Grad PLUS Loans require a separate [MPN](#).
- **Apply for the [Direct Plus loan](#); credit check is required**
- **Complete the [PLUS Loan Credit Counseling](#) if your credit is denied and contact the Financial Aid Office for further instructions.**

Once all steps are completed you will receive your financial aid offer and instructions through your Touro University student email. Please monitor your Touro email account daily.

Notes on Financial Aid

In reviewing your application, we may request additional documentation. Loan funds are disbursed directly to the University to cover the cost of tuition. The Bursar's Office distributes refunds within 14 days of receiving the funds.

We verify enrollment and satisfactory academic progress before disbursing funds. For information on fund distribution, please contact the Bursar at bursar@touro.edu.

Tuition Payment Plans

Tuition payment plans are available. Please direct all inquiries to the Office of the Bursar.

Federal Work-Study: Undergraduate and Graduate Students

Federal Work-Study

Federal Work-Study (FWS) is a need-based program which provides part-time employment for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study. Funds for this program are awarded to eligible students as part of the financial aid process. Selection and placement for Work Study recipients is determined by student's eligibility, institutional funding, job availability and suitability for the position. Funds are limited and awarded on a first come, first served basis each academic year.

Students may work a maximum of 30 hours/week during the summer semester and a maximum of 20 hours/week during the fall and spring semester at a rate of \$19/hour.

Federal Work-Study Positions

The process for obtaining a Federal Work-Study (FWS) position is as follows:

Students interested in Federal Work-Study need to first speak to their financial aid counselor about adding an FWS award for them. Once they have received and accepted a FWS award students can then look for available positions via the financial services tab of *TouroOne*. Once they have a supervisor interested in hiring them for a position, the supervisor needs to email a completed job description form along with the students name and Touro ID# to Cheryl Weiner (cheryl.weiner@touro.edu) to let her know that they would like the student to work. When Ms. Weiner receives that email, she will send an application packet; upon receipt of the completed packet, an email will be sent with the start date.

Students may not begin working until they receive and reply to an email from Ms. Weiner with their start date. Alternately, if they are interested in working off campus, several off-campus positions can be found via the financial services tab of *TouroOne*. Students interested in one of those positions should contact Ms. Weiner; she will forward the information to the supervisor and they would then proceed as above. If a student is interested in a position that is not posted, they would need to arrange for the agency complete our job description and need assessment forms so that we can determine if the position can qualify as a FWS position. If the position qualifies, they would then proceed as above.

Federal Work-Study Guidelines & Timesheet Instructions

Eligibility

To be eligible for FWS, students must complete a [FAFSA](#) and maintain a 2.0 GPA.

Students who fail to make [Satisfactory Academic Progress](#) must immediately discontinue Federal Work-Study.

If you cannot report for work as instructed, or no longer want employment, you must notify your direct supervisor. Failure to do so will jeopardize your future FWS eligibility.

Location

Regulations stipulate that students may only work for their assigned department.

Workdays & Hours

Students may not work:

- on Saturdays
- while the University is closed
- during scheduled class time
- more than 30 hours/week during the Summer semester and more than 20 hours/week during the Fall and Spring semesters

Students may work up to the last day of their individual finals for each semester.

Timesheets

You must electronically report your time on the [TouroOne portal](#). Supervisors must approve your timesheet for each pay period. Instructions are given when you are approved for Federal Work-Study.

Time In & Time Out

Time must be entered in the following format: HH:MM AM or PM. Time must be entered in 15-minute intervals only. Accepted entries are: 00, 15, 30, and 45. *Do not use military time.*

Breaks

FWS participants must take an unpaid one-half (1/2) – hour break when working more than five (5) hours, and a 1-hour break when working 7 ½ hours or more.

Loans: Undergraduate and Graduate Students

Federal Perkins Loans

Touro previously participated in the Federal Perkins Loan Program, which ended on June 30, 2018. Perkins was a fixed-rate, low interest (5%) educational loan offered to undergraduate and graduate students with exceptional financial need such as students with the lowest Expected Family Contribution (EFC). Eligibility was based on financial need as determined by federal calculations from the FAFSA. Legislated loan limits were up to \$5,500 for each year of undergraduate study (undergraduate aggregate limit was \$27,500).

No interest accrues while the student is attending school at least on a half-time basis. Repayment begins for existing Perkins Loan borrowers nine months after graduation, or after a student drops below half-time status. For first-time loans disbursed after Oct. 1, 1992, the borrower will make minimum monthly payments of \$40. Borrowers are allowed up to ten years to repay the loan depending on the amount borrowed. An additional extension is permitted for low-income borrowers.

As of June 30, 2018, all colleges, including Touro, stopped disbursing Perkins loans and were not permitted to make any additional payments to students.

Federal Direct Stafford Loans

The William D. Ford Federal Direct Stafford Student Loan Program is sponsored by the U.S. Department of Education (ED), offers low interest rates with a variety of repayment terms. The loan is not credit based and only requires that student's meet specific eligibility requirements. All students must file a FAFSA in order for the Office of Financial Aid to determine eligibility for a Federal Direct Stafford Loan. Depending on enrollment status, FAFSA results, Cost of Attendance and other factors, an amount and type (Subsidized or Unsubsidized) of Federal Direct Stafford Loan will be awarded to eligible students. The federal government is the lender for student or parent loans received through the Federal Direct Stafford Loan Program.

As a result of regulatory changes affecting loans first disbursed on or after July 1, 2012 through July 1, 2014, the federal government has eliminated the grace period interest subsidy on Federal Direct Subsidized Stafford loans (the period immediately following graduation, withdrawal or less than half-time attendance and prior to the repayment start date). The federal government will continue to pay interest that accrues on the Direct Subsidized Stafford Loan during in-school and other eligible deferment periods.

The federal government does not pay interest on Direct Unsubsidized Stafford Loans at any time. Students have the option to pay interest on the unsubsidized portion of a Direct Stafford loan while in school, or during other eligible periods of deferment or let interest accrue until repayment begins. Deferred interest payments on Direct Unsubsidized Stafford Loans will be added to the principal loan amount and capitalized by the lender (meaning accrued interest will be added to the principal amount borrowed at repayment).

Applicants must be enrolled at least half-time to be eligible for a Federal Direct Stafford Loan and to maintain eligibility for in-school deferments (minimum six credits per semester, with all credits applicable to the degree program of study).

Subsidized Federal Direct Stafford Loan

Undergraduate students who borrow a need-based Federal Subsidized Stafford Loan benefit from the federal government paying the interest while they are in school or in deferment. These loans are called Subsidized Federal Stafford Loans because the government subsidizes (or pays) the interest on these loans until the student's repayment begins.

As of the 2012-2013 academic year, graduate students are no longer eligible to receive Federal Direct Subsidized Stafford Loans.

Unsubsidized Federal Direct Stafford Loan

Both undergraduate and graduate students may qualify for Unsubsidized Federal Stafford loans. The federal government does not pay interest on students' behalf for these loans. Students are responsible for the interest that accrues on the loan during their period of enrollment, during the grace period, and during periods of repayment authorized for deferment. There are two ways to pay interest during these periods:

1. The students may make monthly or quarterly payments to their lender.
2. The student and lender may agree to add the interest to the principal of the loan, but no more often than quarterly (this is called capitalization). If the student does not make interest payments on schedule while in school or authorized periods of deferment, the interest will be capitalized. Loan amounts will be disbursed in multiple payments sent to the school and made co-payable to the student and to Touro.

Borrowers are given a six-month grace period after they graduate, leave school or drop below half time. Subsidized loan borrowers do not have to pay principal or interest during that period (unless they previously used their grace period). Unsubsidized loan borrowers will be responsible

for the interest during the six months grace period. Borrowers will be notified of the date repayment begins but are responsible for beginning repayment on time regardless of whether they receive notification.

The following chart describes annual and aggregate maximum eligibility for the Federal Direct Stafford Loan Program, based on dependency status and grade level.

Annual and Aggregate Federal Direct Stafford Loan Limits

Dependent Undergraduate

	Freshman	Sophomore	Junior	Senior	Aggregate Limit
Stafford (Subsidized / Unsubsidized)	\$3,500	\$4,500	\$5,500	\$5,500	\$23,000
Additional Unsubsidized Stafford	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
Total Stafford	\$5,500	\$6,500	\$7,500	\$7,500	\$31,000

Independent Undergraduate/Dependent Undergraduate with PLUS Denial

	Freshman	Sophomore	Junior	Senior	Aggregate Limit
Stafford (Subsidized / Unsubsidized)	\$3,500	\$4,500	\$5,500	\$5,500	\$23,000
Additional Unsubsidized Stafford	\$6,000	\$6,000	\$7,000	\$7,000	\$34,500
Total Stafford	\$9,500	\$10,500	\$12,500	\$12,500	\$57,500

(cont'd)

Graduate

	Graduate Limit	Aggregate Limit			
Unsubsidized Stafford	\$20,500*	\$138,500			

Federal Perkins Loan Program

	Freshman	Sophomore	Junior	Senior	Aggregate Limit
Perkins	Up to \$5,500 per academic year \$11,000 aggregate 0-62 credits				\$27,500

Through the possible combination of Subsidized and Unsubsidized Direct Stafford Loans, every student meeting all academic and eligibility requirements should be able to participate in the Federal Direct Stafford Loan Program.

Regulations also require the Office of Financial Aid to offer financial aid based on the results of the needs analysis from the FAFSA (calculated by the federal government) and to perform an eligibility file review for every student applying for the Federal Direct Stafford Loan. The Office of Financial Aid must review each application and will recommend an amount according to the number of credits attempted, the number of credits completed, the grade level, the cost of attendance, the outside resources available to each student and the expected family contribution (as derived from the FAFSA). Loan repayment will not be required while the student maintains at least half-time attendance (minimum six credits per semester, with all credits applicable to the degree program of study). Repayment of principal and interest begins six months after the student leaves school or drops below half-time attendance.

Effective for Federal Direct Stafford Loans first disbursed on or after July 1, 2006, the interest rate is fixed. Prior to this date, Federal Direct Stafford Loan interest rates were variable. Federal Direct Loan interest rates change from year to year (in July) and may also change specifically for one type or the other; Subsidized or Unsubsidized, Graduate or PLUS. Students who received loans prior to the aforementioned dates and who still have balances outstanding on those loans will continue with the interest rate rules in effect at the time of their original loans. Borrowers will be charged an origination fee also. The Origination Fee represents the lenders (the federal government) fee for making the loan.

Below is a table of current interest rates (as of July 1, 2020) and origination fees, by loan type:

	Origination Fee	Interest Rate
Undergraduate Subsidized Stafford	1.057%	2.75%
Undergraduate Unsubsidized Stafford	1.057%	2.75%
Graduate Unsubsidized Stafford	1.057%	2.75%
Parent PLUS	4.228%	5.30%
Graduate PLUS	4.228%	5.30%

Public Law 112-141 also includes a new limit on eligibility for Direct Subsidized Stafford Loans for new borrowers on or after July 1, 2013. On or after July 1, 2013 a borrower will not be eligible for new Direct Subsidized Stafford Loans if the period during which the borrower has received such loans exceeds 150 percent of the published length of the borrower's educational program. The law also provides that a borrower reaching the 150 percent limit becomes ineligible for interest subsidy benefits on all Direct Subsidized Stafford Loans first disbursed to that borrower on or after July 1, 2013.

Information about the William D. Ford Federal Direct Loan Program can be found at <https://studentaid.gov/> or by contacting the Office of Financial Aid.

Federal Direct PLUS Loan Program

The Federal Direct PLUS Loan is an unsubsidized loan for the parents of dependent students or for graduate/professional students. PLUS Loans help pay for education expenses up to the cost of attendance minus all other financial assistance. The application process includes a credit approval requirement and interest is charged during all periods, including eligible periods of deferment.

Creditworthy borrowers (Graduate students or the parents of Dependent students) may borrow up to the full Cost of Attendance (COA) minus any other aid received by the student. Repayment begins 60 days after the last disbursement is made and can be deferred by contacting your loan servicer to request a deferment. Direct PLUS Loans can be deferred while the parent borrower or child, or graduate student is enrolled at least half-time and for an additional six months after the child or graduate student ceases to be enrolled at least half-time. If the Direct PLUS Loan is

deferred, interest will accrue on the loan during the deferment. You may choose to pay the accrued interest or allow the interest to capitalize when the deferment period ends. Your loan servicer will notify you when your first payment is due. Information about the William D. Ford Federal Direct Loan Program can be found at <https://studentaid.gov/>.

Previous PLUS loan borrowing will be governed by rate rules in effect at the time of borrowing. There is an origination fee that will be deducted from the principal amount borrowed. When denied, applicants may reapply with a creditworthy endorser. Alternatively, students whose parents have been denied the Direct PLUS loan (based on credit), may apply for an additional \$4,000 (first-year and second-year students) or \$5,000 (third-year students and beyond) Direct Unsubsidized Stafford Loan (described under the subheading for Federal Direct Stafford Loans). The benefit of additional Unsubsidized Stafford eligibility does not apply to Graduate students whose Direct Graduate PLUS application has been denied due to credit.

Federal Direct Graduate PLUS Loans

Borrowers under the Grad PLUS program must be enrolled in an approved graduate level of study. Students' eligibility criteria are comparable to those for Stafford Loans. Student borrowers must not have an adverse credit history. Borrowers who are denied the PLUS loan may reapply with a cosigner. The amounts borrowed for any academic year cannot exceed the student's Cost of Attendance (COA) less all other financial aid received. To apply for the PLUS loan the borrower must sign a Master Promissory Note (MPN) agreeing to repay the loan. Repayment must begin sixty days after the loan is disbursed. Students may apply for deferments by contacting their lending institution.

Students and parents should note that Touro can refuse to certify a loan application, or can certify a loan for the amount less than the students' parents would be eligible for, if the institution documents its reason for the action and informs the parents of the reason in writing. Touro's decision in such cases is final and cannot be appealed to the U.S. Department of Education.

For detailed information regarding the rights and responsibilities of a borrower, deferments, or cancellations please visit <https://studentaid.gov> or consult with a financial aid administrator.

All students are required to complete an Entrance Interview prior to receiving Federal Direct Loans. Students who borrow are required to complete an Exit Interview when they graduate, cease enrollment or drop below half-time.

Private Loans

In addition to the above loans, students and parents may apply for private loan programs. These loans are not need-based, require a credit check and may require other evaluations of the borrower's credit-worthiness. Alternative loans may require that the borrower apply with a co-signer.

Students who owe balances from prior years or who are ineligible for federal loans may wish to explore private loan funding. **[ELM Select](#) is a tool that may aid you in selecting a private educational loan.**

Touro is not affiliated with any private educational lender and encourages students to use all federal and state funding prior to seeking funds from private educational lenders. The Office of Financial Aid will offer advice to students on resources to finance their educational expenses.

Additional information related to Loans can be found [here](#).

Alternate Sources of Aid

Financial Aid for Consortium Agreements

Touro students who want to attend other institutions in the United States or abroad for a semester or more) may be able to use federal financial aid under a consortium agreement. Students must be approved by their respective academic department prior to attending another institution for the semester(s). At least four weeks prior to the start of the semester(s), students must contact the Office of Financial Aid to complete the Consortium Agreement and to provide documentation of the Cost of Attendance (COA), course registration, contact information at the other school and their Touro academic department's approval.

AmeriCorps

AmeriCorps is a national service initiative that engages individuals from all backgrounds in community-service activities. In return for the successful completion of their service, participants receive money for school in the form of education awards that can be applied to outstanding student loans or used for future higher educational and vocational training pursuits. Award amounts vary, and awards are prorated for part-time participants. For more information, call (800) 942-2677 or visit <https://www.nationalservice.gov/>

Veterans Benefits

Veterans may qualify for additional benefits, including the Yellow Ribbon Program (described below). For more information, contact the following agencies:

- U.S. Department of Veterans Affairs (VA), <https://www.va.gov>
- GI Bill^{®2}, <https://www.gibill.va.gov>
- Office of Financial Aid at Touro

² "GI Bill[®]" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

Yellow Ribbon GI Education Enhancement Program

Touro is proud to be a part of the Yellow Ribbon GI Education Enhancement Program. The program is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008 and allows degree-granting institutions of higher learning in the United States to voluntarily enter into an agreement with the VA to fund tuition expenses that exceed either the Post 9/11 GI Bill® annual cap for private institutions or the resident tuition and fees for a public institution. The participating educational institution can contribute up to 50% of those expenses, and the VA will match the same amount as the institution.

Students must be eligible for the Post-9/11 GI Bill® at the 100% rate to be considered for the Yellow Ribbon Program. Specific eligibility requirements for the Yellow Ribbon Program may be found online at <https://www.gibill.va.gov>.

Eligible students fit the criteria as follows:

- Served an aggregate period of active duty after Sept. 10, 2001 of at least 36 months.
- Were honorably discharged from active duty for a service-related disability and served 30 continuous days after Sept. 10, 2001.
- Are dependents eligible for Transfer of Entitlement under the Post-9/11 GI Bill® based on his/her service under the eligibility criteria listed above.

Students who wish to be considered should complete and submit an application form available online at <https://www.gibill.va.gov>. The VA will inform students via written notification with an explanation of its decision on program eligibility. If approved, students will receive a Certificate of Eligibility confirming their service meets the requirements of the Yellow Ribbon Program. All Certificates of Eligibility should be presented to the Office of Financial Aid for Touro's records. The Certificate of Eligibility does not guarantee Yellow Ribbon funding as the availability of annual funds for Touro's Yellow Ribbon Program is limited. Student eligibility is determined by the university's veteran certifying officer. For more information on selection criteria for Touro's Yellow Ribbon Program, contact the Office of Financial Aid.

Transfer of Post-9/11 GI-Bill® Benefits to Dependents

The transferability option under the Post-9/11 GI Bill® allows service members to transfer unused benefits to their spouses or dependent children. The U.S. Department of Defense determines whether or not veterans can transfer benefits to family members. Eligible candidates are members of the Armed Forces (active duty or selected reserve, officer or enlisted) on or after Aug. 1, 2009, qualify for the Post-9/11 GI Bill®, and:

1. Have at least 6 years of service in the Armed Forces (active duty and/or selected reserve) on the date of approval and agree to serve four additional years in the armed forces from the date of election.

2. Have at least 10 years of service in the Armed Forces (active duty and/or selected reserve) on the date of approval, are precluded by either standard policy (service or Department of Defense) or statute from committing to four additional years and agree to serve for the maximum amount of time allowed by such policy or statute.
3. Are or will become eligible for retirement during the period from Aug. 1, 2009 to July 31, 2012 and agree to serve an additional period of service noted in bulleted points a to d (see list below). Service members are considered eligible for retirement if they have completed 20 years of active federal service or 20 qualifying years as computed pursuant to section 12732 of title 10 U.S.C. This will no longer be in effect on Aug. 1, 2013; on or after this date, all members must comply with items 1 and 2.
 - a. For individuals eligible for retirement on Aug. 1, 2009, no additional service is required.
 - b. For individuals eligible for retirement after Aug. 1, 2009 and before Aug. 1, 2010, one year of additional service is required.
 - c. For individuals eligible for retirement on or after Aug. 1, 2010 and before Aug. 1, 2011, two years of additional service is required.
 - d. For individuals eligible for retirement on or after Aug. 1, 2011 and before Aug. 1, 2012, three years of additional service is required.
4. Such transfer must be requested and approved while the member is in the Armed Forces.

Eligible Dependents

An individual approved to transfer an entitlement to educational assistance under this section may transfer his/her entitlement to:

- A spouse
- One or more children
- Any combination of spouse and children
- A family member must be enrolled in the Defense Eligibility Enrollment Reporting System (DEERS) and be eligible for benefits at the time of transfer in order to receive transferred educational benefits.

A child's subsequent marriage will not affect his/her eligibility to receive the educational benefit; however, after an individual has designated a child as a transferee under this section, the individual retains the right to revoke or modify the transfer at any time.

A subsequent divorce will not affect the transferee's eligibility to receive educational benefits; however, after an individual has designated a spouse as a transferee under this section, the eligible individual retains the right to revoke or modify the transfer at any time.

Nature of Transfer

An eligible service member may transfer up to the total months of unused Post-9/11 GI Bill® benefits, or the entire 36 months if the member has used none (unless the U.S. Departments of Defense or Homeland Security limit the number of months an individual may transfer). The use of transferred educational benefits by family members is subject to:

Spouse:

- May start to use the benefit immediately.
- May use the benefit while the member remains in the Armed Forces or after separation from active duty.
- Is not eligible for the monthly housing allowance while the member is serving on active duty.
- Can use the benefit for up to 15 years after the service member's last separation from active duty.

Child:

- May start to use the benefit only after the individual making the transfer has completed at least 10 years of service in the Armed Forces.
- May use the benefit while the eligible individual remains in the Armed Forces or after separation from active duty.
- May not use the benefit until he/she has attained a secondary school diploma (or equivalency certificate) or reached 18 years of age.
- Is entitled to the monthly housing allowance stipend even though the eligible individual is on active duty.
- Is not subject to the 15-year delimiting date, but may not use the benefit after reaching 26 years of age.

For more information, please visit www.gibill.va.gov.

New York State Aid

Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for New York State Aid

For purposes of financial aid eligibility, the chart below indicates the number of credits the student must complete and the minimum GPA that must be achieved to maintain satisfactory progress for New York State financial aid purposes. **A student is also expected to maintain Satisfactory Academic Progress as measured in terms of credits attempted toward his/her degree, as described above.** To determine the number of credits a student must complete and the minimum grade point average that must be achieved to remain in good academic standing, locate the student's semester of study in the first row and read down the columns.

Academic Standard Chart

Program: Graduate Divisions other than the Law Center (eligible only for NYS Scholarship)								
Before being certified for this payment;	1st	2nd	3rd	4th	5th	6th	7th	8th
A student must have accrued this many credits	0	6	12	21	30	45	60	75
with at least this grade point average	0	2.0	2.5	2.75	3.0	3.0	3.0	3.0

Touro University Employee Benefits/Tuition Remission

Touro University full-time employees who wish to attend classes at Touro University take advantage of the Employee Benefits Tuition Remission policy must:

- Complete an Employee Benefits Tuition Remission form prior to the start of each semester they are planning to attend school;
- File a FAFSA and submit federal and state tax returns along with documentation of all other sources of income.

Once the financial aid office verifies eligibility, has the Pell and TAP awards (Pell and TAP awards are limited to undergraduate students) on hand and can verify registration, the tuition remission amount will be entered. Tuition Remission is extended to full-time faculty and staff, their spouses and dependent children. Anyone in default of a student loan is excluded from receiving this benefit.

Employees taking classes in an undergraduate program will receive 100% tuition remission. Employees taking classes in a professional or graduate level program will receive up to 25% tuition remission.

- When an official notification was not provided by the student because of circumstances beyond his/her control (i.e., illness, accident, grievous personal loss, or other circumstances), the date of the onset of such circumstances will be serve as the withdrawal date as determined by the Office of the Registrar.

In-House Scholarships

Information related to TouroCOM Scholarships can be found [here](#).

Should a refund check generated by Institutional funds which is issued to a student remain unclaimed for one (“1”) year, Touro reserves the right, in its sole discretion, to make adjustments to any internal funds which remain on a student’s account as unclaimed. The student shall not have any right to the adjusted funds.

Withdrawal Policy, Federal Return to Title IV (R2T4)

Objective

The Title IV Student Withdrawal Policy is designed to ensure the accurate and timely determination of:

- 1) The date of the institution's determination that a student withdrew;
- 2) The student's withdrawal date; and
- 3) The student's last date of attendance.

The policy maintains the proper disposition of Title IV funds, in accordance with 34 CFR 668.22 of the Code of Federal Regulations.

Background

Title IV or federal financial aid is awarded to students based upon the assumption that they will complete their semesters of enrollment and earn satisfactory grades. When students fail to complete their classes, they may lose eligibility for federal funds that they already received or could have received.

When a recipient of Title IV grant(s) and/or loan(s) withdraws (voluntarily or involuntarily) from Touro during a payment period (or semester) in which he/she began attendance, the college must determine the amount of the grant and/or loan assistance earned by the student as of his/her withdrawal date. This policy establishes steps that Touro must take to ensure compliance with federal regulations.

Policy

Touro must always return any unearned Title IV funds that it is responsible for within 45 days of the date Touro determined the student withdrew and offer any post-withdrawal disbursement of loan funds within 30 days of that date. Reference: [Student Financial Aid Handbook, Volume 5; Chapter 1 Withdrawals and Return of Title IV Funds](#).

Withdrawal Date

A student's withdrawal date varies depending on the type of withdrawal. Reference: Determining a student's withdrawal date at a school that is not required to take attendance in the Student Financial Aid Handbook, [Volume 5; Chapter 1 Withdrawals and Return of Title IV Funds](#).

Official Notification Provided

- In a case when the student provides official notification of his/her intent to withdraw, Touro will use the date of notification as follows:
- In the event that a student begins Touro's withdrawal process,* the date the student begins the process is the date of withdrawal.
- In the event that a student sends written notification of intent to withdraw, the date Touro receives the written notice is the date of withdrawal.

- In the event that a student makes an oral notification to the Office of the Registrar, which is Touro's designated office for beginning the withdrawal process, the date will be documented by this office. The date of withdrawal will be recorded as of the date of oral notification, unless there is subsequent written notification, in which case the date that Touro receives the written notification may be the withdrawal date.

*To begin the withdrawal process, the student contacts the Office of the Registrar to obtain the appropriate withdrawal form. If the student both begins the withdrawal process and provides a notification to Touro, the earlier of the two dates will be used as the withdrawal date.

Official Notification Not Provided

In a case when the student does not provide official notification of his/her intent to withdraw, Touro may use the midpoint of the payment period as the date of withdrawal, with the following exception:

- When an official notification was not provided by the student because of circumstances beyond his/her control (i.e., illness, accident, grievous personal loss, or other circumstances), the date of the onset of such circumstances will be serve as the withdrawal date as determined by the Office of the Registrar.

Last Date of Attendance

Touro may always use the withdrawal date as the student's last date of attendance at an academic activity reported by a faculty member on a course enrollment roster or final grade sheet. Examples of academic activities are exams, tutorials, computer-assisted instruction, academic counseling, turning in class assignments, or attending a study group assigned by the University. The faculty member will maintain documentation of the last date of attendance.

Date of Institution's Determination of Student Withdrawal

The date of Touro's determination that a student withdrew varies depending upon the type of withdrawal. Reference: [Determining a student's withdrawal date at a school that is not required to take attendance, Student Financial Aid Handbook, Volume 5; Chapter 1 Withdrawals and Return of Title IV Funds.](#)

Date of Official Notification Provided

This is the date the student provides official notification to Touro or begins the withdrawal process, whichever is later.

Date of Official Notification Not Provided

This is the date that Touro learns the student has ceased attendance. Touro will perform the Return to Title IV Funds calculation and return any unearned funds no later than 45 days after the end of the payment period determining the withdrawal date. For a student who withdraws without providing notification to Touro, the institution must determine the withdrawal date no later than 30 days after the end of the earliest:

- Payment period or period of enrollment (as appropriate)
- Academic year
- Educational program

Reference: [Student Financial Aid Handbook, Volume 5; Chapter 1 Withdrawals and Return of Title IV Funds.](#)

Calculation of Earned Title IV Assistance

U.S. Department of Education software will be used to perform all refund calculations. A copy of the completed calculation worksheet will be kept in the student's file in the Office of Financial Aid. The amount of Title IV assistance earned by the student is calculated by determining the percentage of grant and/or loan assistance earned by the student and applying that percentage to the total amount of grant and/or loan assistance disbursed to the student or on the student's behalf for the payment period, as of his/her withdrawal date. The percentage of Title IV assistance earned will be equal to the percentage of the payment period completed by the student, when said percentage is less than 60%. If the student's withdrawal date occurs after the completion of 60% of the payment period, the percentage earned is 100%.

Post-Withdrawal Disbursements

If the total amount of the Title IV grant and/or loan assistance earned by the student is more than the amount that was disbursed to the student as of the withdrawal date, the difference between the two amounts will be treated as a post-withdrawal disbursement. In the event of outstanding charges on the student's account, Touro will credit his/her account for all or part of the amount of the post-withdrawal disbursement, up to the amount of allowable charges.

If Direct Loan and/or Federal Perkins Loan Program funds are used to credit the student's account, Touro will notify the student (or parent for a PLUS Loan) and provide the student (or parent) with the opportunity to cancel all or a portion of the loan(s).

Any amount of a post-withdrawal disbursement that is comprised of loan funds and has not been credited to a student's account will be offered to the student (or parent for a PLUS Loan) within 30 days of the date the college determined the student's withdrawal. Any earned grant funds that the student is eligible to receive due to a post-withdrawal disbursement will be provided within 45 days of the date of determination. Students will be notified of such disbursements in writing. The notification will include:

- Identification of the type and amount of the Title IV funds that make up the post-withdrawal disbursement (not to include any amounts that have been applied to the student's account);
- Explanation that the student (or parent for a PLUS loan) may accept or decline some or all of the post-withdrawal disbursement (that which has not been applied to the student's account); and

- Advisement that Touro is not required to make a post-withdrawal disbursement if the student (or parent for a PLUS Loan) does not respond within 14 days of the date that Touro sent the notification.

Upon receipt of a timely response from the student or parent, Touro will disburse funds in the manner specified in the response. Distribution will occur within 180 days of the date of determination of the student's withdrawal date. If no response is received from the student or parent, Touro will not disburse any of the funds. Touro maintains the right to decide whether or not to make a post-withdrawal disbursement in the event that the student (or parent for a PLUS Loan) responds after 14 days of the date that notification was sent to them. If Touro decides not to make this post-withdrawal disbursement, it will inform the student (or parent) in writing. In the case of a post-withdrawal disbursement, grant funds will be disbursed prior to loan funds.

Refund of Unearned Funds to Title IV

If the total amount of Title IV grant and/or loan assistance that was earned by the student is less than the amount that was disbursed to the student as of the withdrawal date, the difference between the two amounts will be returned to Title IV programs and no further disbursements will be made. Funds will be returned as follows:

Refunds by the University

In the event that Touro is responsible for returning funds to Title IV programs, the funds will be returned in the order prescribed by the U.S. Department of Education (listed below) within 45 days of the date of determination of a student's withdrawal.

- Unsubsidized Federal Direct Student Loans
- Subsidized Federal Direct Student Loans
- Perkins Loans
- Federal Direct PLUS Loans
- Federal Pell Grants for the payment period for which a return of funds is required
- Academic Competitiveness Grant (ACG) for the payment period for which a return of funds is required
- National Science and Mathematics Access to Retain Talent Grant (SMART) for the payment period for which a return of funds is required
- Federal Supplemental Educational Opportunity Grants (FSEOG) for the payment period for which a return of funds is required
- Teacher Education Assistance for College and Higher Education Grant (TEACH) for the payment period for which a return of funds is required
- Other assistance under Title IV for which a return of funds is required

Refunds by the Student

In the event that the student is responsible for returning grants funds to Title IV programs, Touro will notify the student within 45 days of the date of determination of his/her withdrawal. The student will be advised concerning making arrangements for repayment.

In some cases, both the student and Touro are each responsible for returning funds to the U.S. Department of Education under the R2T4 regulations.

Payment Period or Enrollment Period

Withdrawals and the return of Title IV funds will be based on a payment period for all standard term (or semester) programs.

Documentation

Touro must document a student's withdrawal date and the date of determination that the student withdrew. The documents will be kept in the student's academic file in the Office of the Registrar. The Title IV funds calculation and other accompanying documentation will be secured in the Office of Financial Aid.

Additional Financial Aid Policies for Graduate Students

High School Diploma

If you enroll in higher education for the first time on or after July 1, 2012, in order to be eligible for federal student aid, you must have either a high school diploma or a recognized equivalent (such as a General Educational Development certificate (GED) or a *home school* education). You no longer have the option of becoming eligible for federal student aid by passing an approved test or completing at least six credit hours or 225 clock hours of postsecondary education. This may also apply to state grant and other state funded programs.

Touro also reserves the right to evaluate any high school diploma presented by a student. Touro may, at any time, request a copy of a high school transcript to validate a high school diploma. A high school diploma or recognized equivalent is required to receive federal student aid.

Transfer Students

All students transferring from other institutions will have their credits evaluated. The Office of Admissions will notify the Office of Financial Aid of the number of accepted credits.

The financial aid package will be prepared based on the number of accepted transfer credits. If a financial aid package is prepared prior to the final transfer credit evaluation, federal loans will be awarded based on the grade level for which the transfer credits have been accepted. If additional transfer credits are accepted, the Office of Admissions will notify the Office of Financial Aid. In addition, a student must contact the Office of Financial Aid to determine if he/she is eligible for an increase in federal student loans based on academic grade level.

Financial Aid for Repeated Coursework: Financial Aid Impact

Repeating courses may significantly impact Satisfactory Academic Progress (SAP) and eligibility for Title IV federal financial aid and institutional aid. All course repeats will count as attempted credits and be used in the quantitative and maximum timeframe components of the SAP policy. Students should consult with a financial aid advisor before registering for a repeated course.

The rules regarding repeated coursework will further impact recipients of Title IV federal financial aid funding. Students are allowed to repeat coursework under these circumstances for Federal Financial Aid:

- May repeat a previously passed course only once (and receive aid for the repeated course).
- May repeat a failed course until it is passed (aid eligibility will be limited to one repeat).
- May not repeat a previously passed course due only to a student's failure to pass other coursework.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

Satisfactory Academic Progress (SAP) requires that students are able to complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards. Federal regulations mandate that all students are required to conform to SAP standards as they work toward a degree in order for them to qualify to receive financial assistance through all Touro University (Touro) eligible Title IV federal financial aid programs. Conformance to Touro's SAP policy ensures that students complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards.

This SAP policy applies to all Touro students including undergraduate, graduate and professional students. These standards are for Title IV Federal Financial Aid purposes only and neither replace nor override academic policies outlined by Touro, other state or Federal benefit programs (i.e., NYS Tuition Assistance Program) or individual program requirements. However, these standards are intended to be at least as rigorous as Touro's academic policies.

The complete Touro University Satisfactory Academic Progress policy can be found online at <https://www.touro.edu/students/policies/satisfactory-academic-progress-policy/>.

OFFICE OF THE BURSAR

The Bursar's Office, as part of Student Services, is responsible for maintaining all students' tuition accounts and the University's receivables. This includes reviewing charges and payments, issuing refunds, collection activities and providing support and guidance to create a seamless experience for our students. These functions are accomplished while servicing the needs of our students within the framework of Touro's policies and legal guidelines.

Important FACTS

Matriculation is subject to satisfactory completion of all academic requirements and payment of all outstanding tuition and fees to the University. Students will not be allowed to register with a prior balance. Participation in our program can be delayed, suspended, or terminated due to a failure to meet deadlines or pay tuition and fees when due.

Late fees at \$100 per month will begin 30 days after the end of the add/drop period until paid in full or enrolled in a payment plan.

Diploma requests will not be processed for students who have account balances including delinquent fines, e.g., library overdue fines.

For further information concerning the Bursar, refer to the TouroCOM Student Handbook, found on this page: <https://tourocom.touro.edu/students/>.

Section 103 Provisions for Veteran Students: Pending Payment Compliance for Eligible Students

In accordance with Title 38 US Code 3679 subsection I, Touro University adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Veteran Readiness and Employment (Ch. 31) benefits, while payment to the University is pending from the VA. Touro University will not:

- prevent nor delay the student's enrollment;
- assess a late penalty fee to the student;
- require the student to secure alternative or additional funding
- deny the student access to any resources available to other students who have satisfied their tuition and fee bills to Touro University, including, but not limited to, access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- produce the Certificate of Eligibility by the first day of class;
- provide a written request to be certified;
- provide additional information needed to properly certify the enrollment as described in other University policies.

LIBRARY

Please visit [Finding What You Need | Touro College of Osteopathic Medicine | Touro University](#)

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 Office of the Dean/Assistant Dean of Student Affairs, Directors of Financial Aid, Registrar, Bursar, Preclinical Dean/Assistant Dean, Learning Specialist, 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/Assistant Dean is a process for early warning, whereby students are informed of their progress or lack thereof on a quarterly basis. The Dean/Assistant 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

TouroCOM students who desire advice or counseling about time management, stress, anxiety, burnout, fatigue mitigation, 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 are 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, confidential, and free.

For emergency situations, crisis and interventional specialists are also available 24/7 for students in need. For additional information about all of the wellness services available, please visit <https://tourocom.touro.edu/do/health—wellness/>.

Student Assistance Program (SAP) – Health Advocate

In addition, Touro University offers a free Student Assistance Program that provides all Touro University students, wherever located, with free 24/7/365 mental health services, including a crisis hotline; up to three sessions of confidential telephone, video, or in-person counseling per issue per year; and referrals to community mental health care providers.

Phone: 1-855-384-1800

Email: info@HealthAdvocate.com

Web: <https://members.healthadvocate.com>

FACULTY ADVISORS

Faculty Advisors play a key 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 their assigned students' academic success. 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. A timely response to outreach from one's advisor is required. It is a violation of the TouroCOM Professionalism Standards to not respond to this communication in a timely or professional manner.

Faculty Advisement for 1st & 2nd Year Students

Faculty advisors are assigned during orientation for the entering class. First- and second-year students are required to meet with their faculty advisor a minimum of two times each semester. At least one meeting with the advisor must be dedicated to the review of career planning.

Faculty Advisement for 3rd & 4th Year Students

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 sites, particularly from the TouroCOM Directors of Medical Education (DME) and Clerkship Directors. Students in the third- and fourth- clinical years are encouraged to work with the DMEs and Clerkship Directors, as well as the Clinical Dean/Assistant Dean, Dean/Assistant Dean of Clinical Education, Director of Clinical Rotations, and the Dean/Assistant Dean of Student Affairs concerning any challenges that may be experienced while on rotations.

Process for Switching Advisors

Students may request a switch in advisors. To do so, students must submit a request in writing to the Dean/Assistant Dean of Student Affairs, with a copy to the advisor they are switching from as well as the advisor to whom they are switching. If a specific faculty member is named as the preferred advisor, the advisor must agree to becoming the student's advisor before the change can be made.

TUTORING

The Touro College of Osteopathic Medicine may offer students peer tutoring services without charge through the Office of Student Affairs or via assigned Teaching Assistant (TAs). Tutoring is available on a first-come first-served basis 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, or students may attend TA office hours or make a TA appointment as directed on the appropriate course Canvas page. In

some cases, students may request assistance with studying and learning skills. In these cases, the student may be referred to the Preclinical Dean/Assistant Dean for further direction and assistance.

Students interested in becoming a tutor or TA can contact the Office of Student Affairs or appropriate Course Director. Final approval to tutor or become a TA for 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.

STUDENTS WITH DISABILITIES

Touro University (“Touro” or the “University”) complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, which protects persons from discrimination on the basis of physical or mental impairments for all educational and employment purposes. Reasonable accommodations may be available for students who have physical or learning-related disabilities.

Touro University is committed to providing reasonable accommodations to students with documented disabilities who request accommodations. Policies and procedures ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs offered by the University. The University has a centralized Office of Student Disability Services headed by an Executive Director who oversees Student Disability Services operations in the Undergraduate, Graduate, and Professional Divisions. Touro College of Osteopathic Medicine students with disabilities seeking reasonable accommodations should do so through the Office of Student Disability Services (OSDS) Coordinators for TouroCOM, the Deans/Assistant Deans of Student Affairs:

Harlem

Nadege Dady

Nadege.Dady@touro.edu

Middletown

Jerry Cammarata

Jerry.Cammarata@touro.edu

Great Falls

Haley Denzer

hunenberg@touro.edu

A student requesting accommodation for a documented disability under the ADA must meet with the OSDS coordinator and submit an [*Application for Accommodations & Services*](#). Verbal disclosure of a disability and request for accommodation is not sufficient and cannot substitute for required documentation. Students may apply for reasonable accommodations at any time. Accommodations, if granted, are only done so on a prospective basis. Reasonable accommodations are never provided retroactively.

Students seeking reasonable accommodations must:

- 1) Complete the [*Application for Accommodations & Services*](#).
- 2) Provide documentation as described in the [*Guide to Documentation Requirements*](#).
- 3) Participate in an interactive dialogue with the OSDS coordinator.

The process, as described above, will result in the issuance of a *Receipt of Accommodations* form, which will either approve or deny the request. This form is signed by the coordinator, the Dean or Program Director, and the student.

The process, including all submitted documentation, remains confidential. The *Receipt of Accommodations* (“Receipt”) should not contain any disability-specific information; rather it only lists approved accommodations. The Receipt is shared with the program in which the student is registered to ensure that the approved accommodations are implemented.

A copy of the [*Application for Accommodations & Services*](#) may be available by contacting the Office of Student Disabilities Services Coordinators for TouroCOM, the Deans/Assistant Deans for Student Affairs:

Harlem

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Nadege.Dady@touro.edu

Middletown

Jerry Cammarata

Jerry.Cammarata@touro.edu

Great Falls

Haley Denzer

hunenberg@touro.edu

Student Rights and Responsibilities

Student Rights

- Confidentiality of all information pertaining to a student’s disability, except where disclosure is required by law.
- Equal access to courses, programs, services, jobs, activities, and facilities available through the **University**.
- Reasonable and appropriate accommodations, and/or academic adjustments determined by the coordinators of OSDS.
- Access to all services and support available to all Touro students with reasonable accommodations where necessary and appropriate.

Student Responsibilities

- Request reasonable accommodations as necessary and appropriate.
- Meet University and programmatic qualifications, technical, academic, and institutional standards set for all students.
- Identify themselves as an individual with a disability when seeking reasonable accommodation (please note that the approval process takes some time, and as such students are urged to file their paperwork as soon as possible).
- Provide documentation (i.e., diagnosis, diagnostic exam results, etc.) from an appropriate professional source(s) to verify the nature of the disability and functional limitations as related to the requested accommodation(s).
- Respond in a timely fashion to the Office of Student Disability Services’ requests for additional information.
- Follow specific procedures for obtaining reasonable accommodations.
- Attend all classes for enrolled courses, unless otherwise medically excused.

- Immediately report to the OSDS coordinator if previously approved accommodations are not being made.
- Report to the OSDS coordinator if previously approved accommodations require modification, which will result in an interactive dialogue and may result in modifications to reasonable accommodations.
- Understand that accommodations are never provided on a retroactive basis.
- Understand that receiving reasonable accommodations is not a guarantee of academic success.
- Keep a copy of their submitted documentation. Touro is not the custodian of the student's application or medical records.

Grievance Policy

If a student feels that they have been discriminated against on the basis of their disability or disability status, the student has the right to file a complaint through the grievance or student complaint mechanisms stated in this Catalog or the Program Student Handbook. A student can follow a similar procedure to appeal the University's response to a request for reasonable accommodations.

For more information and a copy of the Office of Student Disability Services Handbook, please visit <https://www.touro.edu/departments/student-disability-services/>

SUMMER COURSES

Summer courses may be offered. These courses may be introductory, preparatory, or for remediation. Please check for course offerings at <https://tourocom.touro.edu/about/pre-med-pathways/summer-courses/>.

ACADEMIC RULES AND REGULATIONS

IMMUNIZATION REQUIREMENTS

In accordance with New York and Montana State Departments 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. In addition, Montana students are required to complete a TB screening questionnaire. 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: [Immunization Form](#).

Evidence and results of tuberculosis screening will be required before serving clinical rotations as required by the provider or as required by law (See the [TouroCOM Clinical Rotations website](#)).

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.

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. 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 graded or required activity described in the course syllabi 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 Catalog, 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/Assistant Dean of Student Affairs or the Preclinical Dean/Assistant Dean instead to explain the situation.

Following the meeting, the Dean/Assistant 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 their 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/Assistant 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 Catalog. 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.
4. Situations beyond the control of the student and related to the exceptional circumstances of the COVID19 pandemic. Students are responsible for all learning according to the schedule in the syllabus. It is the student's responsibility to contact administration or faculty to complete any missed course requirements, as appropriate.

Unexcused Absence Policies

The following policy applies only to the components of the curriculum cited here. Students are otherwise required to meet all attendance requirements and submission due dates as detailed in this handbook and course syllabi.

For Full-Term classes: Some courses may grade student iClicker responses recorded during in-classroom exercises to contribute to the final course grade as indicated in the syllabus. In this situation, a student is allowed two unexcused in-classroom iClicker/Interactive session absences per course per semester without grade penalty. Unexcused absences are to allow students the opportunity to miss an in-classroom iClicker/Interactive 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 in-classroom iClicker/Interactive session absence per course without penalty. Live lecture/Seminar-based classes: (i.e., Intro to Cultural Competency and Professionalism and Medical Ethics) a student is allowed one unexcused in-classroom iClicker/Interactive session absence per course without penalty.

The Unexcused Absence Policy does not apply to the submission of Canvas quizzes, for which unexcused absences will not be granted, and students are expected to comply with all quiz requirements as detailed in the course syllabi.

Students must consult the specific course syllabus regarding laboratory attendance requirements.

Please see iClicker Policies below for the specifics on how a student's iClicker grade is determined. Students should check the course syllabus for the final grade breakdown of each course.

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 assessment elements in this success. The opportunity for faculty and students to track understanding of content in the classroom 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/Assistant Dean or Dean/Assistant Dean of Student Affairs to attend the alternative session.

iClicker App

Assessment in the classrooms may be conducted using the iClicker Cloud application, which can be downloaded to a student's phone, tablet, or computer. It is the student's responsibility to have a device that meets all technical standard requirements, and which has the iClicker Cloud application installed and connected to the TouroCOM Wi-Fi while in class. The iClicker account can also be accessed through web browser by <https://student.iclicker.com/> as an alternative.

iClicker Excused Absences

Excused absences for graded iClicker sessions are authorized ONLY by the Dean/Assistant 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

In some courses, student iClicker responses system are graded and 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. Sessions that a student has an excused absence for will not be counted. At the end of the semester, a student's final iClicker grade is capped at 100% of clicker points earned. 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 the iClicker app. Inappropriate use includes, but is not limited to, the following:

- a) students found to be entering iClicker answers on a device/application other than their own. In this situation, both students will be referred to the Dean/Assistant Dean of Students Affairs for disciplinary action and,
- b) students who mistakenly or purposefully switch devices with one another student. This is also a violation of the Code of Conduct and will be referred to the Dean/Assistant Dean of Student Affairs.
- c) students who are entering graded responses from outside the classroom

Individuals associated with Touro University or TouroCOM who violate any of the provisions of the Code of Conduct will be subject to disciplinary action at the discretion of Touro University or TouroCOM. Students found to be giving or receiving an iClicker device to another student for the purpose of entering responses for credit are in violation of the Academic Integrity Policy (<http://www.touro.edu/students/policies/academic-integrity/index.php>). Violators are subject to dismissal.

Re-clicking

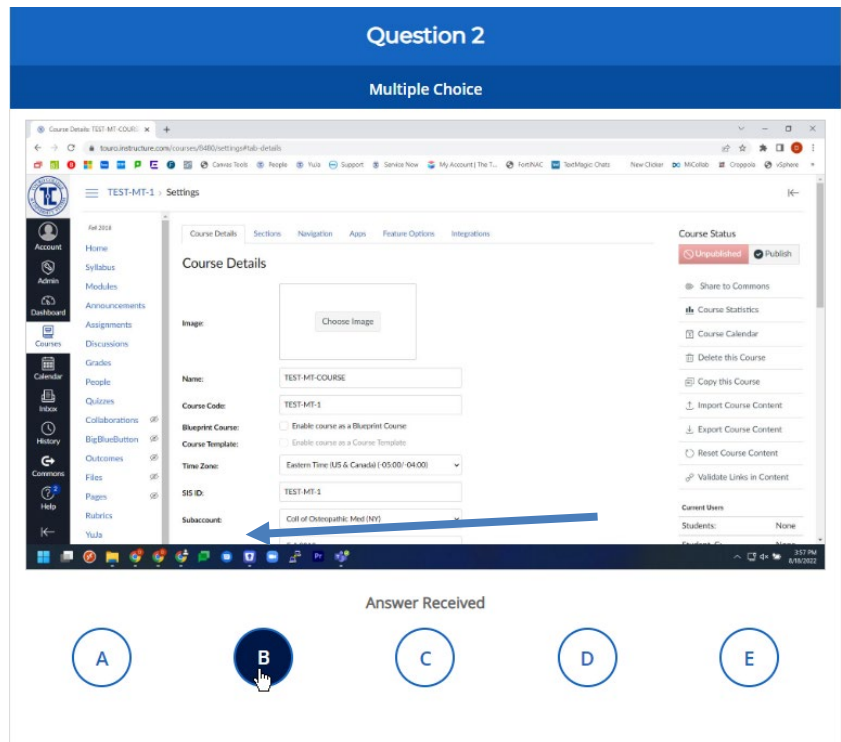
Discussion sessions that require students to choose an answer a second time (for example, after a 2 min discussion), students must in fact “re-click” during the second polling to get credit, even if their answer selection has not changed from the first polling.

Canvas

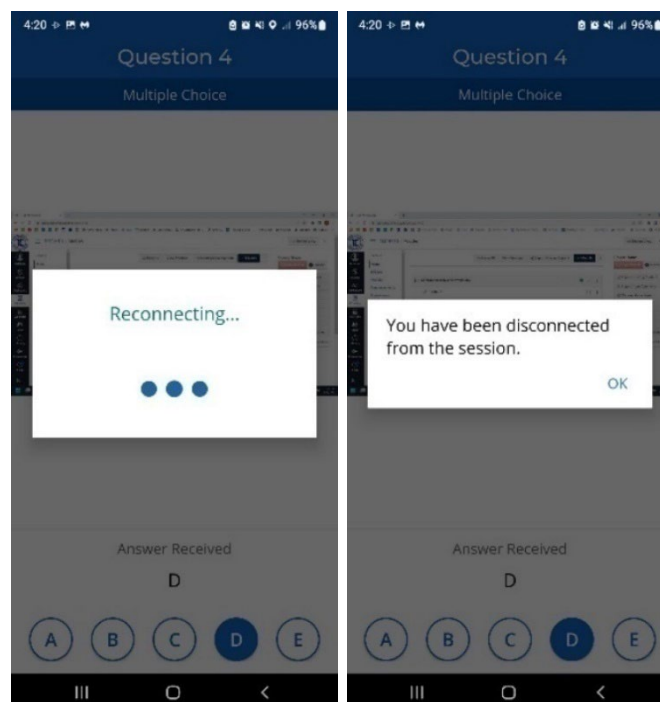
Students are responsible for checking iClicker grades on Canvas regularly and to notify the Course Director immediately if there is any perceived discrepancy in how a question is graded. When checking grades, please note the following: a dash [-] indicates when a student does not “click in,” marked as an unexcused absence. The student will receive a zero grade for that session. 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 ensure that their device and iClicker application are functioning correctly and that their responses are being received by the application. The system will verify when the response is received by indicating “Answer Received” as illustrated below (arrow). If this does not appear, it is the student’s responsibility to seek IT help as soon as possible to resolve the situation.



If the student has become disconnected from the Wi-Fi and is unable to answer a question, the following screen should appear (below). It is advised that the student take a screen shot of the message they are receiving from the application as evidence of this disruption and to assist IT in rectifying the problem.



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 to the Preclinical Dean/Assistant Dean detailing the exact concern. Examples of “administrative” issues include (but are not limited to) technical issues with the iClicker system, students’ device or iClicker account, excused absence documentation. If the concern involves technical issues the IT Department may require the device for inspection, to pinpoint the problem.
2. If applicable to the situation, the student should provide a screen shot taken at the time as evidence of disrupted service.
3. Note that connectivity problems happen more frequently when students use their cellular data as compared to the TouroCOM Wi-Fi. Because of this, students are advised to connect via Touro Wi-Fi during their clicker sessions. If a student is using their cellular data, points lost because of loss of cell signal may not be given back to the student.
4. 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, a disruption of the TouroCOM Wi-Fi was found to occur, thereby impacting the student’s opportunity to answer questions in the classroom.
3. when, upon administrative review, it is found that grades recorded by iClicker were incorrectly transferred to Canvas.
4. when a student who received an excused absence for an iClicker session from the Dean/Assistant Dean of Student Affairs mistakenly had a zero recorded for that session.

Deadline for requesting a review of iClicker grades

Student concerns regarding iClicker and Canvas Quiz grades must be reported within 3 business days of the final iClicker session of each respective course. iClicker grade concerns will not be investigated after the deadline has passed.

ZOOM POLICIES

1. Students must create a (Basic) Zoom account using their Touro student email address. Click [here](#) or use this link (<https://zoom.us/signup>) to set up.
2. When setting up a Zoom profile, students must enter full legal or preferred name as approved by Touro.
3. When setting up a Zoom profile, students are required to insert their picture. Pictures must be in the professional passport style (facing front, solid color neutral background, professional attire, full head, and shoulders only). For more information on how to customize your profile click [here](#) (or use this link <https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-Profile>).

4. Students must always use their Zoom account/profile (with their full legal or preferred name as approved by Touro) to access course Zooms.
5. Zoom sessions cannot be allowed using personal email addresses.
6. Students are responsible for having the most up-to-date versions of Zoom.
7. If using a mobile device, students are required to join the Zoom session via the Zoom app. Joining the Zoom session with phone numbers only and/or no identifiers is not permitted. Download the Zoom app via the app store (apple) or play store (android).
8. Professional behavior is required at all times. This is to be considered the virtual equivalent of a clinician's bedside manner – or the way you interact with faculty, students, or patients ('Netiquette' or Webside Manner).
9. Students are not permitted to share the Zoom link provided for TouroCOM sessions with anyone or to social media.
10. Each student must individually log into the Zoom using their full legal or preferred name as approved by Touro. Students are expected to work with IT in advance to ensure that they are able to display their full legal or preferred name as approved by Touro via Zoom. No group logins will be permitted.
11. Each student must be able to easily and instantly view and respond to polls, mute and unmute, utilize the chat function, utilize the "non-verbal feedback" (ex: blue "raise" hand, lower hand) and other basic Zoom functions. For help, contact IT and/or utilize Zoom training videos on <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials> or contact Zoom support.
12. Students must always have a backup plan ready and available for immediate use (e.g., use of cell phone if computer or tablet malfunctions).
13. Students must be able to hear and be heard for the duration of the Zoom session. Consider the use of earphones as appropriate.
14. Students are strongly encouraged to have their video on during the lectures and learning sessions. Some courses may require use of video as per course policy.
15. TouroCOM will typically attempt to record Zoom sessions and post them for students, but technical issues may arise that might preclude this from happening or there may be technical issues encountered during the recording of these sessions that make the quality of these recording suboptimal.
16. Students are required to contact IT and resolve any technical issues prior to the learning sessions.

* Refer to the [TouroCOM Professionalism Standards](#).

RECORDING OF LECTURES

TouroCOM employs a flipped classroom educational model with recorded lectures available to students. Students can access recordings through the learning management system (Canvas).

Students may not personally record course lectures unless an approved accommodation is made by the Office of Student Disability Services Coordinator, since class lectures/discussions will

already be recorded and posted by the faculty member. Touro University will take reasonable measures to prevent inappropriate use of such recordings.

All users of the recordings agree to the terms and conditions of this policy prior to being allowed access to the learning management system. The lecture(s) and any information contained in the recorded lecture(s) may not be reproduced, displayed, broadcast, emailed, or published without the consent of Touro University. This prohibition includes emailing or placing the recordings on any webpage or anywhere on the internet for use by, or access to, any person, including the student. In addition to any legal ramifications, misuse of recordings will be considered inappropriate behavior pursuant to the Touro University Code of Conduct, and appropriate disciplinary action will be taken, according to that policy.

These recordings will be governed by Touro's [Intellectual Property Policy](#). Recordings are for institutional use only.

ONLINE COURSES OFFERED THROUGH THE DEPARTMENT OF ONLINE EDUCATION

Touro University offers certain courses via an online format; students should check with their advisors regarding their eligibility to take a specific online course.

Online courses use the same syllabi as similar classroom courses and are designed to foster learner engagement through course material and both individual and interactive group assignments. Courses are taught asynchronously and require a high degree of independent work, which means that online learners are expected to assume greater responsibility for their own learning than students in traditional classroom-based courses. They must understand and address their own learning needs; complete weekly assignments; take initiative in asking questions and obtaining help; and be prepared to deal with technical difficulties, independently or through the help-desk.

Recognizing this, Touro University has developed and provides the necessary information and learner support systems to assist learners in carrying out their learning activities and using the available resources. Touro University has structured the online courses so that each student will have a high level of personal accessibility to professors. It is the policy of Touro University that all student e-mail inquiries will receive an initial reply within one business day of receipt by the professor. Faculty members are expected to have weekly online office hours. Students may also request a cyber-chat, or a personal appointment with, or a phone call from, their instructor.

Student Identity Verification Procedures for Distance Learners

In compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, concerning the verification of student identity in online learning, Touro University has established and will periodically evaluate its process to confirm that a person who is enrolling in the University is the person who is completing the enrollment form, that a student taking an examination is the student who registered to take the examination, and that the student who is registered for an online course is the same student who participates in,

completes, and receives credit for the course. To authenticate identities, Touro University will use one or more of the following methods for verification:

- A secure login with user name and password
- Proctored examinations (on-site or at a distance)
- New or emerging technologies and practices that are effective in verifying student identification
- Comparison of student work with previously-assigned work or plagiarism databases

There are additional costs associated with taking an online proctored exam. Students testing at a distance are informed in advance of these additional costs, both through e-mail and on our website.

All methods of verifying student identity must protect the privacy of student information in accordance with the Family Educational Rights and Privacy Act (FERPA), as well as any other applicable laws or regulations regarding the confidentiality of personally identifiable information.

Personally-identifiable information collected by the University may be used as the basis for identity verification. This information may include a combination of the following:

- Student ID number
- Last 4 digits of the student's Social Security Number
- At least 2 other pieces of information, such as the student's email address on file, date of birth, address, or user name

Identity Verification for New Students

1. All students who enroll at the University are required to create a user account in Touro's portal (with secure student user name and password) and are authenticated through an identity management system. Students must go through this system in order to register for online courses.
2. Students access Canvas (see #3 below) after they are authenticated by the portal and set up an avatar. The avatar is a picture of the student that appears next to their names in each of their courses.

Identity Verification for Exam Takers

Onsite exams

1. Students taking examinations will be authenticated by proctors at the time of the exam at the testing center. One valid form of identification, with photo, is required for admission into the examination center. If the first ID is questioned by the test administrator, a second valid photo ID will be required. Examinations which are proctored online similarly require authentication of student identity.

2. The professor prints out the list of the students taking the exam and their avatars so that the proctor can check against the avatars at the exam as another means of photo identification for onsite exams. Students sign in as they come to take their exams on-site, and the professor or proctor checks the student name and ID against the printed roster.
3. Exams may be administered in a computer lab through the learning management system in place at the University. Once the student is signed into their Canvas account, the professor or proctor inputs the password that allows them to begin the exam. Students are required to show their student picture ID as they enter the building where exams are administered. Once the students are in their exam room, the professor or proctor checks the student name and ID against their own printed roster of student names, avatars and IDs.

Lockdown Browser and/or Exam Password: When the professor comes to the student's computer and inputs the password, he or she is checking the student's identity once again by visually noting the student. The professor or proctor watches the student log into Canvas before typing in the passwords. The Lockdown browser application prohibits a student's computer from accessing anything on the computer other than the exam page while the exam is in session.

Online exams

Getting onto Canvas:

1. Students must be authenticated through the portal, which requires that they know the secure portal password.
2. Exam password: The professor must supply the proctor with the exam password.
3. Student privacy during a proctored exam at a distance is maintained through direct communication and the use of a secure testing service.
4. Touro University uses an external online proctoring service which also maintains its own security and verification policies.

General Information Concerning Touro University's Online Courses

Online course offerings for each semester will be available to Touro students at registration. Touro students who are interested in taking online courses should read the Online Student Guide, which is available on the Touro website [here](#).

Students who have never used email or the Internet before should become familiar with them BEFORE attempting to register for an online course.

- Almost all of interaction with classmates and the instructor will be in writing, mainly via the Internet and e-mail. Students who value face-to-face communication will be better off in a traditional classroom.

- Online courses cover the same amount of material as their in-class counterparts. They require independent work for at least the number of hours normally spent in class PLUS the time spent doing homework for a course.
- Homework and assignments are required to be completed on a regular basis and not left for the end of the semester. Full credit may not be given for any assignment handed in after the due date.

Student Eligibility for Taking Courses Online

You can register for an online course only if ALL of the following apply to you:

- You are NOT on probation.
- You have at least a 3.0 (“B”) average.
- You are not enrolled in an Associate’s degree program.
- No more than two courses can be taken online per semester.

If you do not meet the above eligibility criteria for registering for an online course, you will need a Dean’s signature in order to register.

Registering for an Online Course

You may register online for online courses as you would for the classroom courses you are taking within your division of Touro. Use the course code listed in the course offerings online. Students registering for online courses use regular registration procedures—use the course code listed in the schedule in this catalog and online.

After completing the course registration process, students will be able to access their online class(es) via their Canvas accounts by logging onto the appropriate link on the TouroOne portal.

Technical Requirements for an Online Course

A current list of technical requirements for an online course can be found in the Online Student Guide on the Touro website [here](#).

Getting in Touch with Your Instructor

When emailing an instructor, an online student can expect a response within 24 hours (note: this excludes weekends and vacation days). If one fails to get a response from your instructor within 24 hours, one should email info.onlineeducation@touro.edu with name, course code, and the instructor name, so that Touro can track down the problem.

Preparing for the Semester for an Online Course—Reading Course Outlines, Acquiring Textbooks, etc.

Course Outlines

Course outlines are posted on the course website prior to the first week of classes. Students will be asked to read the course syllabus and confirm by e-mail when they have done so.

Announcements and Assignments

The online semesters are comprised of 15 modules. Module start and end dates and due dates of assignments in each module will be posted by the first day of class. Students should review the dates and watch for new announcements and instructions as each module becomes available.

Textbooks and Course Material A textbook will be assigned for most courses.

Students are required to obtain a copy of this textbook before the beginning of class, if possible. Do not delay purchasing a textbook—the nature of an online course requires the student to use the textbook during the first week of class. Students are encouraged to purchase the required textbooks online. Faculty members generally assign additional course material, including articles, book chapters, and related videos.

Homework and Exams

In addition to weekly learning activities, each online course includes a midterm and a final exam. Students are informed about exam dates and times in the course syllabus before the start of the semester. Exams must be taken on the scheduled date and time. Some online courses will also require a term paper.

Midterm Exams

Midterms are scheduled by faculty members and are administered either on-site by faculty member, or online through an online proctoring company. Some online courses may require an additional fee for midterm exams. Faculty members will inform students regarding the midterm in their course syllabus.

Final Exams

- Final exam dates are announced on the first day of class and in the syllabus. Students who have extenuating circumstances that prevent them from taking the exam on the designated days may reach out to their instructor for further direction.
- Final exams are administered online through an online proctoring company.
- The final exam fee is included with the registration fee for each online course.
- Final exams must be taken using a desktop or laptop computer; iPads and tablets cannot be used. A microphone, webcam, and hi-speed internet are required as well.
- More information about online testing, including any additional technical requirements, can be found in the Canvas course once you are registered.

GRADING

Grading standards and policies specific for each program are listed above.

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 field work 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” in the student information system via *TouroOne* portal.

Although the time allowed for the completion of any single project may vary depending on the magnitude of the project, with a typical timeframe being 6 weeks, 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. (Incomplete grade in the Fall must be changed by end of the next Spring; Incomplete grade in the Spring must be changed by the end of next Fall). 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 a “U,”

the “U” 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.

All “INC” grades assigned during the second year must be converted to passing letter grades prior to entering third year clinical rotations. All “INC” grades assigned during the fourth-year clinical rotations must be converted to passing letter grades prior to graduation.

Audited Courses

Audit is a registration status that allows a student to attend a course without receiving credit or a letter grade. Audit registration is based on availability, and priority is given to students who take courses for credit. The level of participation in classroom activities is at the discretion of the instructor.

Currently enrolled students may register to audit a course during the registration period, including but not later than the last day of the drop/add period, by completing the Audit Registration Request form.

Students who are not currently enrolled (alumni or individuals who are interested in auditing a course only) must first apply through “Apply Yourself” for a non-matriculated status before completing the Audit Registration Request form.

Students are charged an administrative flat fee for an audited course.

Audited courses do not count in the determination of full-time status, enrollment status, or financial aid status.

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”. For example: A = 4.000, B+ = 3.333, 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 (unsatisfactory) basis. A student who earns a grade of “P” will receive full credit for the course; however, this “P” grade is not counted in calculating the student’s GPA. Example: A student receives the following grades and credits:

GRADE	CREDIT HOURS	GRADE VALUE	GRADE POINTS
A	4	X 4.000	= 16.000
B	3	X 3.000	= 9.000
B+	4	X 3.333	= 13.332
C	3	X 2.000	= 6.000
U/C	3	X 2.000	= 6.000
Totals	17	--	50.332
<i>Calculated GPA: 50.332 ÷ 17 = 2.96</i>			

Class ranking is updated at the end of each semester based upon the order of cumulative GPAs within the class. A student may request his/her most recent class rank from the Preclinical Dean/Assistant Dean office either in person or in writing.

LEAVE OF ABSENCE (LOA) AND READMISSION

A matriculated student enrolled at Touro who chooses to interrupt his/her attendance but intends to return and continue his/her study at Touro must submit to the Office of the Registrar a completed “Leave of Absence (LOA)” request form signed by all parties noted on the form. An LOA should be requested after the semester the student is in is completed and before the following semester starts. 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. 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. PLEASE NOTE: This regulation may impact only students who wish to take leaves of absence extending beyond one semester. Therefore, students receiving Title IV financial aid funds must meet with a Financial Aid officer to discuss their situation before filing a “Leave of Absence” request form.

A student whose leave of absence is approved, and who is registered for courses at the point of approval, is automatically withdrawn from all courses. Tuition will be refunded in accordance with Touro’s published refund policy.

Students who are on leave must contact the Office of the Registrar and submit a Petition to Return to Classes form at least 30 days prior to the start of the semester in which they wish to resume their studies. To return from a medical Leave of Absence, the student must also submit evidence, such as a letter from the student’s physician or an evaluation by a responsible medical authority, that there is no medical impairment that would prevent the student from fully participating in all phases of the program.

Military Leave

TouroCOM 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/Assistant 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/Assistant Dean of Student Affairs and have supplied any pertinent military papers requested. 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 Campus Dean 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/Assistant Dean of Student Affairs 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), above.

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 an 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.

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 Campus 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 assigned after the add/drop period of a semester carry no academic penalty, and will be entered on the transcript as a “W.”

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

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 (appropriate 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 (appropriate 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.

Withdrawal from the University

Students who wish to withdraw from their studies at Touro University in good standing should give official notification to the director of the program in which they are enrolled and to the Office of the Registrar by completing a “Permanent Withdrawal” form. The date of the withdrawal is the date the official notification is received by the Office of the Registrar.

The decision to withdraw from the University is a serious matter. Any student who withdraws from the University or a program is dropped from the rolls of the University. Students contemplating withdrawal are advised to discuss this issue with their faculty advisor and/or Dean/Assistant Dean of Student Affairs or their 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. If a student decides at some later date to reapply to reenter the program, they must reapply for admission and, if accepted, the status of the returning student will be determined by the Campus 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/Assistant Dean of

Student Affairs or designee. The student must inform the Dean/Assistant Dean of Student Affairs, 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 a 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.

APPLICATION FOR GRADUATION

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 University.

After the graduation conference, the student must apply for graduation online by the established deadlines:

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

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 University'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 policies can be found here: <https://tourocom.touro.edu/student-affairs/graduation/>.

DEGREE WORKS

Degree Works is a sophisticated and comprehensive academic advising, transfer articulation, and degree audit solution designed to help students 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>
- 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

Ordering official transcripts

1. To order an official transcript via TouroOne, click “Academic” from the left side navigation menu. In the Official Transcript portlet, click “Order Official Transcript.” Alternatively, you can go directly to www.touro.edu/getmytranscript.
2. Students will be automatically prompted to register an account or to log into an existing account.
3. Students will need to enter either an electronic destination or physical shipping address.
4. For electronic transcripts student will need to select the program that they graduated from or attended. If you graduated from or attended multiple programs, you will need to place a separate electronic transcript order for each program.
5. For students waiting for a degree or grade(s) to be posted, there will be hold options to select at checkout. The order will not be processed until degree is awarded or grade(s) are posted.
6. Once order is placed students will receive a confirmation email and order number. Students will also receive email once order is processed and/or shipped.

Processing

Electronic transcript orders will process and deliver to the recipient once order information is confirmed; in most cases this is automatic. If additional information is needed, the transcript unit will reach out to you. **This may delay processing times.** Paper transcript orders are processed and shipped in 5-7 business days.

Transcript Fees

- | | |
|-----------------------------|----------------|
| • Electronic transcript | free of charge |
| • Official paper transcript | \$10 per copy |

Shipping Fees

- | | |
|--------------------------------------|--------------------------------------|
| • USPS First Class | free of charge, no tracking provided |
| • Fed-Ex domestic overnight shipping | \$15, tracking provided |
| • Fed-Ex international shipping | \$25, tracking provided |

Viewing and Printing Unofficial Transcripts

1. Log into your TouroOne account at <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 University computer lab.

UNIVERSITY CODES AND POLICIES

TOURO UNIVERSITY CODE OF CONDUCT

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 University Code of Conduct and will result in disciplinary sanction:

1. Theft of, or damage to, University records and property, caused by intentional, negligent or irresponsible conduct;
2. Unauthorized use of any University 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 University functions, or which physically obstructs or threatens to obstruct or restrain members of the university community;
4. The physical or sexual abuse or harassment of any member of the University 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 University (such incidents must also be reported to the Chief Security Officer);
6. Disorderly, disruptive or abusive conduct in the classroom or on University premises;
7. Refusal to follow the directives of University officials acting in performance of their duties;
8. Impersonating University faculty, University officials, or University staff;
9. Forging signatures or other information on registration forms, financial aid forms or any other University 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 University's computer system;
11. Unauthorized sale, distribution or consumption of alcoholic beverages on University premises;
12. Distribution, purchase or possession of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or any other addictive or illegal drugs or paraphernalia on University premises;
13. Gambling in any form on University premises;
14. Possession, distribution or sale of weapons, incendiary devices, or explosives on University 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 University community, including, without limitation, racist, ethnic, or sexist remarks or references regarding any member or group of the University community;
18. Any abusive conduct or harassment directed at an individual or group of individuals in the University 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 University or to present proper identification upon entering the university 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 University;
21. Aiding or abetting any conduct prohibited by this University Code;
22. Conviction of a felony crime while enrolled at the University;
23. Intentionally filing a false complaint under this University Code of Conduct;
24. Academic dishonesty and lack of academic integrity.

Touro University Social Media Policy

Touro University policies apply to students' online conduct. University staff members do not "police" online social networks and the University is firmly committed to the principle of free speech. However, when the University receives a report of inappropriate online conduct it is obligated to investigate. This is true even when a student posts to a personal social media account using their own phone or computer while off-campus or during a break. The University has the right to discipline students for misconduct or lack of professionalism wherever it occurs, including online.

Individuals who violate any of the provisions of the Code of Conduct are subject to disciplinary action at the discretion of Touro University. 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 University.

Adjudication of University 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 University 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/Assistant Dean of Student Affairs may institute disciplinary proceedings by referring a matter to the Student Promotions Committee within fourteen (14) school days of notification of the alleged infraction. Once referred to the Student Promotions 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. All recommendations by the Committee will be directed to the Dean. The Dean may accept the recommendation(s) and impose the sanction(s) on the student, or the Dean may reject or modify the sanction(s). Sanctions will be noted in the student’s Medical Student Performance Evaluation (MSPE) and/or Addendum to the MSPE.

Sanctions

After a hearing, the Student Promotions Committee may recommend to the Dean 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 university in any capacity. Further violations while on probationary status will result in suspension or expulsion from the university. 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 University 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 university 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 university. A student who has been expelled from the university 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 Promotions Committee may recommend to the Dean the following sanctions in addition to those listed above:
 - (a) A fine to be paid to the university, in addition to restitution.
 - (b) Service to the University 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 Campus Security.

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 for a violation of the Code of Conduct may be appealed by filing a written appeal with the Dean within ten (10) school days.

If the appeal is granted, the Dean shall appoint a Special Appeals Panel consisting of three full-time faculty members, a student not in the class of the appeal student 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 Promotions Committee and the Dean only if it determines that the action was clearly erroneous, arbitrary or capricious, or if new information was presented which would change the course of the deliberation.

Protocols for Disciplinary Hearings

Hearings conducted by committees designated as representatives of the Academic Dean, the Student Promotions 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 UNIVERSITY ACADEMIC INTEGRITY POLICY

Touro University 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 ethical, 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, and professional conduct in their 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, plagiarizing, and utilizing AI tools without acknowledgment of such, 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. Furthermore, it misrepresents student efforts and mastery of course material both absolutely, and relative to others in their courses.

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

The Touro University policy on academic integrity, which is outlined in this document, is designed to guide students as they prepare assignments, take exams, and perform 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 parameters of and the enforcement of the policy.

The International Center for Academic Integrity (ICAI), of which Touro University is a member, lists six fundamental values: honesty, trust, fairness, respect, responsibility, and courage, to allow institutional scholarship to flourish with integrity. To sustain these values, Touro University's Academic Integrity Policy, requires that a student or researcher:

- Properly acknowledge and cite all use of the ideas, results, or words of others, including the use of AI tools and other emerging technologies;
- Properly acknowledge all contributors to a given piece of work;
- Make sure that all work submitted as their own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration;
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.

Adherence to these principles is necessary to ensure that:

- Everyone is given proper credit for their own ideas, words, results, and other scholarly accomplishments;
- All student work is fairly evaluated and no student has an inappropriate advantage over others;
- The academic and ethical development of all students are fostered;
- The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

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.

Touro University works with faculty and students to promote an institutional culture of academic integrity, provides effective training that creates a commitment to academic integrity, and establishes clear procedures to deal with allegations of violations of academic integrity and monitoring the adherence thereto.

Violations of Academic Integrity

The following are considered to be violations of academic integrity and are prohibited by the Touro University System. Students, faculty, and other members of the Touro 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. It also includes the unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies without appropriate acknowledgement and the representation of them as one’s own original work. 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;
- Using computer-generated material via artificial intelligence (AI) and other emerging technologies without attribution;
- 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, digital and media resources including social media and blogs, as well as assignments completed by other students at Touro University System and elsewhere. A more subtle, 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 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 another learner's audience response device/i-clicker;
- Using materials, devices, or tools 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 or internet sources, unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies, 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, which includes any extra time resulting from a documented accommodation (unless the instructor provides explicit permission);
- 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.
- Bringing into the examination room notes in any format and paper, electronics or writings, drawings, etc. that could be used to aid in taking a closed notes/book exam.

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;
- Receiving assistance via artificial intelligence (AI) and other emerging technologies 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 University System test procedures will be considered a violation of the Academic Integrity Policy.

Research Misconduct

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.

Touro’s Research Misconduct Policy can be found: <https://www.nymc.edu/media/schools-and-colleges/nymc/pdf/policies/PoliciesandProceduresforRespondingtoAllegationsofResearchMisconduct.final6.15.23.pdf>

Other Unethical Conduct

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;
- Signing in another person's name on any attendance sheet/roster representing them as present when they are not;
- 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 person or computer-generated

- material via artificial intelligence (AI) and other emerging technologies;
- Omitting relevant information about oneself.

Tampering

Tampering is the unauthorized removal or alteration of college/university documents (e.g., library resources, 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:

- 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, including those found on the internet;
- Copying large sections of a book.

The "fair use doctrine" regarding use of copyrighted materials can be found at the following link: <https://www.copyright.gov/fair-use>. Also see the library's guide on frequently asked copyright questions: <https://libguides.tourolib.org/copyright/faqs>.

Sanctions

The following sanctions may be imposed for violation of this Policy. Informal resolution of violations can be accompanied by Class C sanctions only. Formal resolution can be accompanied by any combination of sanctions from Class A, B, and C. 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. (Academic Integrity Plagiarism Tutorial, <https://libguides.tourolib.org/AI>, for an overview on how to avoid plagiarism. Scroll down the page for the link to the Touro University Academic Integrity Test, <https://libguides.tourolib.org/research-101> that will go to the instructor's email.)

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 Touro 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 or to do an alternative assignment, which may include a grade reduction

Procedures in Response to Violations of Academic Integrity

This Touro 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.

The Dean of each school or the Provost shall designate a member of the school’s 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 of each school will maintain written records of all violations and resolutions, both informal and formal. The CAI Officer must be an assistant dean or higher, or another appropriate responsible individual approved by the Provost or Vice President of the Undergraduate Division for schools in that Division.

Each school shall designate a Committee that will adjudicate violations of academic integrity via a formal Hearing process.

The Provost or Vice President 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

Due to the organizational and administrative differences among schools and programs, each school can determine its own reporting sequence from faculty member to CAI Officer.

Depending on the school or program, faculty or students may report an alleged incident to:

Department Chair, Department Deputy Chair, Program Chair, Sequence Chair, Program Director, Department Director, Academic Dean, Preclinical Dean, Dean, or CAI Officer directly.

Each school and program should make its reporting sequence known to its constituencies.

For the sake of clarity, the faculty member's supervisor will be referred to as "Chair" in the paragraphs that follow.

Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the relevant "Chair". 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 suspected violations in writing (using the [*Academic Integrity Violation Reporting Form*](#)) to the CAI Officer, who will advise the "Chair" on whether to pursue an informal or a formal resolution. For first-time suspected violations, CAI Officers and faculty are strongly encouraged to seek an informal resolution with the student. 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 Chair, 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 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 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. It is the responsibility of the student to work with their program to make up any time missed from clinical assignments.

Informal Resolution

After consulting with the Chair and the CAI Officer (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 to the department Chair for approval. The faculty

member, in consultation with the 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 to 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.

If the student is found to have committed an academic integrity violation, the outcome of the informal resolution should be reported in writing by the Chair to the CAI Officer, who will maintain the record for the duration of the student's academic career. NOTE: Some Touro schools may be required to report the violation to outside licensing agencies.

The informal resolution process is not available to individuals who have previously committed an academic integrity violation.

Formal Resolution

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

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

- The Chief Academic Integrity Officer receives a written statement from the instructor, proctor, student, or any other complainant, as the case may be.
- The written statement must include the name of the involved student(s), the name and position 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 notification that informal resolution was unsuccessful or not pursued.
- The hearing shall take place before the designated Committee on Academic Integrity of the School. If the hearing involves a student in a dual-degree or joint-degree program, then the Hearing Committee should have representatives from both programs.
- The Committee shall receive the written statement, and any documents submitted by the student or reporting person.
- All persons involved in a hearing shall be given notice of all hearing dates, times and places. Such notice, which will be sent by e-mail will be given at least two (2) business days prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made at the discretion of the Committee Chair. Either party may be granted a postponement only if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a one-month period and any delay may affect the student's ability to progress in the program.
- The accused student and the accuser 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 or proctor, 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, videos, papers, screen shots, social media posts, 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, and may not be the faculty member of the course in question.
- All decisions shall be made by majority vote.
- The student has the right to appear before the Committee, in person or via video conference, 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 representative at the hearing is not permitted. However, the student may bring a support person to accompany them and be present in an anteroom, but not participate, in the hearing.
- Audio recordings of the hearing are not permitted and transcripts are not required.
- 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 the matter by submitting to the Committee information that he/she chooses to submit to support their stance or position. The CAI Officer, his or her designee, Office of Institutional Compliance or other members of the faculty and Administration may also meaningfully participate in this information exchange. Pursuant to the Touro University Code of Conduct, the student is expected to conduct themselves harmoniously so as not to obstruct the investigation or proceedings.
- The student, his/her accuser, the Committee, and/or Touro 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 shall generally be held immediately after the hearing or within one Touro business day (a Jewish Day of Observance as delineated on the Touro calendar does not count as a business day).

- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two (2) Touro business days, and reconvene the hearing within five (5) Touro business 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

Appeal Process

- Following a Formal Resolution Hearing and notification of the Committee decision, either party 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 appellant 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 appellant's position and substantiate the reason(s) for their appeal.
- The Appeals Dean may request to meet with the appellant.
- 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 Chair.

A student has three (3) business days from receipt of written notification to submit a formal written appeal of the decision, that is discretionary in nature, to the Chief Academic Officer (CAO) (i.e., Provost) or his/her designee. In the event the CAO decides to consider the matter, the CAO may only sustain the appeal 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, at his/her discretion, conduct interviews and review materials. 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.

The complete Touro University Academic Integrity Policy can be found online at www.touro.edu/students/policies/academic-integrity/.

ALTERNATIVE DISPUTE RESOLUTION

For purposes of this policy, "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; any other matter related to or concerning the relationship between the student and Touro 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, Montana Code Title, 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 University.

Touro's Alternative Dispute Resolution ("ADR") policy was created with the intention of providing a program for the quick, fair and accessible resolution of Disputes between Touro, and Touro's current and former students (as well as applicants) related to or arising out of a current, former or potential academic relationship with Touro. The policy provides the 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 handbook.

A student's acceptance, registration, enrollment, matriculation and/or petition for graduation and matriculation at Touro acts as his or her consideration and consent to these terms.

All Disputes (as defined below) between Touro, on the one hand, and any current or former student or applicant on the other, which cannot be resolved internally, shall first be submitted to non-binding mediation (the "Mandatory Mediation"). The Mandatory Mediation shall be conducted by a neutral mediator selected at Touro's sole discretion. Touro shall be responsible for paying 50% of the costs associated with the Mandatory Mediation. The student shall be responsible for paying 50% of the costs associated with the Mandatory Mediation. Touro and the student shall each be responsible for paying their own respective attorney's fees (if any) incurred in conjunction with the Mandatory Mediation.

If upon completion of the Mandatory Mediation all or any part of the Dispute is still unresolved, the remaining Dispute shall proceed to binding arbitration (the "Mandatory Arbitration"), as described 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 Mandatory Mediation shall be exclusively conducted and heard by a single arbitrator, affiliated with JAMS or another reputable ADR organization, who shall be an attorney or judge. The arbitrator and location of the Mandatory Arbitration shall be selected at Touro's sole discretion. Touro shall be responsible for paying 50% of the costs associated with the Mandatory Arbitration. The student shall be responsible for paying 50% of the costs associated with the Mandatory Arbitration. Touro and the student shall each be responsible for paying their own respective attorney's fees (if any) incurred in conjunction with the Mandatory Arbitration. The results of the Mandatory Arbitration shall be binding and final.

The Mandatory Mediation and Mandatory 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.

For the avoidance of doubt, 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. The student's acceptance, registration, enrollment, matriculation and/or petition for graduation and matriculation at Touro acts as a knowing and voluntary waiver by the student of the student's right to seek judicial relief in any manner inconsistent with this policy.

ADR Procedures

To initiate ADR, the 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 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 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, the Student shall indicate his/her desire to proceed to the Mandatory Mediation. As described above, to the extent any Dispute remains thereafter, the Dispute shall proceed to the Mandatory Arbitration.

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 University. 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 University 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 University'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.

Additionally, under Montana Law criminal activity motivated, in whole or in part, by the offender's 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 Montana Code 46-18-222.

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)
- Stalking (1st, 2nd, 3rd, and 4th Degree)
- Criminal Sexual Acts (1st Degree)
- Sexual Abuse (1st Degree)
- Aggravated Sexual Abuse (1st and 2nd Degree)

- Unlawful Imprisonment (1st and 2nd Degree)
- Kidnapping (1st and 2nd Degree)
- Coercion (1st and 2nd Degree)
- Burglary (1st, 2nd and 3rd Degree)
- Criminal Mischief (1st, 2nd, 3rd, and 4th Degree)
- Arson (1st, 2nd, 3rd, and 4th Degree)
- Petty Larceny
- Grand Larceny (1st, 2nd, 3rd, and 4th Degree)
- Robbery (1st, 2nd, and 3rd Degree)
- Harassment (1st Degree)
- Aggravated harassment
- Simple Assault
- Larceny Theft
- Intimidation
- Destruction/damage/vandalism of property

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 Montana state law as outlined below. The crimes listed can be considered hate crimes under certain conditions:

- Murder and Non-negligent manslaughter
- Sex Offense
- Robbery
- Aggravated Assault
- Burglary
- Motor Vehicle Theft
- Arson
- Destruction/Damage/Vandalism to Property
- Intimidation
- Larceny/Theft
- Simple Assault

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 your Campus Security Department. In addition, any incident or attempt to commit a hate crime should be reported to the Touro University Campus Security Director, Lydia Perez, at 50 W. 47th Street, 14th Floor, New York, NY 10036; office number (646) 565-6134; or by calling 1-888-Touro-911 (1-888-687-6911) for appropriate processing and documenting.

Reported incidents of hate crimes and attempts to commit hate crimes will be referred to the local 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 TITLE IX AND SEXUAL MISCONDUCT

This policy applies to all members of the Touro University (“Touro”) community, including students, faculty, and administrators as well as third parties (i.e., vendors, and invitees). Discrimination or harassment of any kind in regard to a person's sex is not tolerated at our institution. Information and/or training regarding this policy is available to students, faculty, and staff.

Touro 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 of students and employees is unacceptable behavior and will not be tolerated.

Title IX Grievance Policy

Title IX of the Educational Amendments of 1972 prohibits any person in the United States from being discriminated against on the basis of sex in seeking access to any educational program or activity receiving federal financial assistance. The U.S. Department of Education, which enforces Title IX, has long defined the meaning of Title IX’s prohibition on sex discrimination broadly to include various forms of sexual harassment and sexual violence that interfere with a student’s ability to equally access our educational programs and opportunities.

This Title IX Grievance Policy became effective on August 14, 2020, and only applies to formal complaints of sexual harassment alleged to have occurred on or after August 14, 2020. Alleged conduct that occurred prior to August 14, 2020 will be investigated and adjudicated according to the Title IX and Sexual Misconduct Policy then in effect.

Title IX Coordinator

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.

Contact Information for the Title IX Coordinator:

Matthew Lieberman
50 W. 47th Street, 14th Floor
New York, NY 10036
Phone: 646-565-6000 x55667
Email: Matthew.Lieberman@touro.edu

Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

When Title IX Applies

The Title IX process will apply when *all* of the following elements are met:

1. The conduct is alleged to have occurred on or after August 14, 2020;
2. The conduct is alleged to have occurred in the United States;
3. The conduct is alleged to have occurred in Touro's education program or activity; and
4. The alleged conduct, if true, would constitute covered sexual harassment, as defined under Title IX, as:
 1. an employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., *quid pro quo*);
 2. unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the educational institution's education program or activity; or
 3. sexual assault (as defined in the Clery Act); or dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act (VAWA)).

If the alleged misconduct meets these requirements, then the Title IX grievance process applies and the Potential Complainant may file a Formal Complaint or their prior Complaint submission will become a Formal Complaint. For the purposes of this Title IX Grievance Policy, "formal complaint" means a document – including an electronic submission - filed by a complainant with a signature or other indication that the complainant is the person filing the formal complaint, or signed by the Title IX Coordinator, alleging sexual harassment against a respondent about conduct within Touro's education program or activity and requesting initiation of the procedures consistent with the Title IX Grievance Policy to investigate and adjudicate the allegation of sexual harassment.

If the alleged misconduct does not meet these Title IX requirements, it requires a mandatory dismissal under Title IX, but it may be addressed by the broader Touro Sexual Misconduct Policy or another applicable Touro policy.

For more details surrounding the Title IX Grievance Policy please see: <https://www.touro.edu/title-ix-policy/>

Sexual Misconduct

Touro prohibits 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.

Montana Code 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 disordered, mentally incapacitated, or physically helpless or overcome by deception, coercion or surprise. Therefore, sexual abuse, sodomy, and rape are sex crimes and violators will be prosecuted in accordance with Montana Code.

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

To officially file charges for an act of sexual assault or rape, please contact the Office of Institutional Compliance. 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.

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 Office of Institutional Compliance 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 are available to students, faculty, and staff. In addition, information about this policy will be available on Touro's website.

Complaints may be filed by contacting the Office of Institutional Compliance:

Phone: 646-565-6000, ext. 55330

Email: compliance@touro.edu

For Further Information: Students are strongly urged to read the full policy at

<https://www.touro.edu/sexual-misconduct-policy/>

For Further Information: Students at the Great Falls campus are strongly urged to read the full policy at <https://touro.box.com/s/uquod2twnmvncq99914qn911302jvlvc>

Students are also urged to read the Annual Security and Fire Report at

https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U-2023_ASFSR-web.pdf

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:

New York Campuses (Harlem, Middletown)

U.S. Department of Education

Office for Civil Rights

32 Old Slip, 26th floor

New York, NY 10005

Phone: 646-428-3800

Fax: 646-428-3843

Email: OCR.NewYork@ed.gov

Great Falls Campus

U.S. Department of Education

Office for Civil Rights

915 Second Avenue, Room 3310

Seattle, WA 98174-1099

Phone: 206-607-1600

Fax: 206-607-1601

Email: OCR.Seattle@ed.gov

STUDENT COMPLAINTS

Touro University is committed to safeguarding the interests of all students. Students are entitled to be treated with fairness and respect in accordance with the University's policies and procedures. The University does not condone unfair treatment of students by administration, faculty and/or staff. Students who believe that they have been aggrieved by the University, 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 University 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 University community while acting in an official capacity (e.g. faculty member, administrator, or staff) in contravention of the written policies of the University 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 University, including, but not limited to, tuition refund and student financial assistance, a student may file a formal complaint with the University-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 University 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 University or program-specific grade appeals policies. Therefore, this Policy may not be used for appealing grades, dismissals, or academic decisions by any Touro University programs. Such appeals are governed by the Student Handbook or Catalog for the program in which the student is enrolled.

Confidentiality

Touro has a duty to report or investigate potential misconduct, even if a complainant does not wish to initiate an official process. Therefore, though Touro will protect, to the extent possible, the privacy of all persons relevant to a complaint, absolute confidentiality cannot be promised since facts may be disclosed when necessary for Touro's effective investigation of a matter.

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. 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.

POLICY ON DRUGS AND 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, New York and Montana laws, 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 and Montana 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 University 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.

For the complete New York policy, see <https://touro.app.box.com/v/ControlledSubstancesPolicy>

For the complete Montana policy, see <https://touro.box.com/s/xyb6d49xjjs63bmraj23n9o2jzuyu073>

Students are urged to view pages 28-30 in the Annual Security and Fire Report at https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U-2023_ASFSR-web.pdf

TOURO UNIVERSITY CAMPUS SECURITY POLICIES

Safety and security are concerns commonly shared by the students, faculty and staff employees of Touro University. The University 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 University Facilities. Visitors must receive a temporary pass from guards on duty to enter Touro facilities.

Security Services

Touro University 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 University, 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 University centers.

The Security Officers may detain individuals who engage in illegal and criminal actions until local 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 university authorities. Additionally, you may report any incidents to any Security Officer at your site, the Campus Security Director, and/or Operations. The Touro University Campus Security Administrative office is located at 50 W. 47th Street, 14th Floor, New York, NY 10036, 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 University campuses and sites are published in the Touro University Campus Security Handbook.

Students are urged to read the Annual Security and Fire Report at https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U-2023_ASFSR-web.pdf

STUDENT RESPONSIBILITIES AND RIGHTS

CAMPUS CITIZENSHIP

Students of Touro University are expected to be considerate of all individuals at the University – 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 university community demonstrate respect for their colleagues, sensitivity to their needs, and tolerance for their ideas and views. Please cooperate with university officials by observing the rules and regulations of the university, and by exercising respect for university 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 university, 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 university, unless they have obtained specific authorization in advance from the dean of their division/school.

Additionally, please see Touro's Policy on Weapons in the Annual Security and Fire Safety Report, https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U-2023_ASFSR-web.pdf

INTERNET SERVICES AND USER-GENERATED CONTENT POLICY

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 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 university agents apply online as apply offline.

Students are urged to read the complete policy, which can be found at <https://touro.app.box.com/v/InternetService-UserGenContent>.

ACCEPTABLE USE POLICY FOR INFORMATION TECHNOLOGY

The Acceptable Use Policy provides for users of the institutional technology resources, facilities, and/or equipment to act responsibly, to abide by Touro's policies, 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.

All users of Touro technology resource users must submit, upon commencement of their relationship with Touro, or at another appropriate time, acknowledgement of the Acceptable Use Policy (AUP). In submitting the AUP Acknowledgement Form, each individual will be certifying that he/she has read and will comply with the AUP.

Students are urged to read the complete policy, which can be found at <https://touro.app.box.com/v/AcceptableUsePolicy>.

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

(including the use of electronic cigarettes or vapor devices)

Touro University 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 state law regarding smoking indoors. Out of respect and loyalty to the university 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 University 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 University.

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 University 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 University or a party acting on behalf of Touro University, 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 University 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 University 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 University decides not to amend the record as requested by the student, the University 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 University 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 University 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 University 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 University 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 | • Dates of enrollment |
| • Address | • Enrollment status |
| • E-mail address | • Classification (freshman, etc.) |
| • Telephone listing | • Honors and awards |
| • Date and place of birth | • Degrees and dates of conferral |
| • Photograph | • Most recent prior educational agency or institution attended |
| • Major field of study | |
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Touro University 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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<https://tourocom.touro.edu/about/our-leadership/>

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TOURO COLLEGE
OF OSTEOPATHIC MEDICINE
TOURO UNIVERSITY